DOCUMENT RESUME

ED 174 261 IR 007 553

TITLE	Library Service Enhancement Program. Tusculum College. Final Report: July 1, 1977-June 30, 1978.
INSTITUTION	Tusculum Coll., Greenville, Tenn.
SPONS AGENCY	Council on Library Resources, Inc., Washington, D.C.
PUB DATE	30 Jun 78
NOTE	88p.; Quality of type varies; Best copy available
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*College Libraries; Educational Improvement; Higher Education; Instructional Materials; *Library Instruction; Library Planning; Library Services; *Library Skills; *Program Evaluation
IDENTIFIERS	*Library Service Enhancement Program

ABSTRACT

This document presents the quarterly reports including narrative, summary, and financial reports, program evaluation, instructional materials, and supporting documents for the Library Service Enhancement Program (LSEP) at Tusculum College, an instructional program designed to ensure the bibliographic competency of all graduating sociology/social services majors. Major activities undertaken under the LSEP involved faculty development activities, course-related bibliographic instruction in the disciplines of English, biology, education, and sociology/social services, and long-range planning with classroom faculty. These activities are outlined by the project librarian and the results are discussed in the library director's program evaluation. This evaluation analyzes program objectives, staff and faculty activity, integration into regular library services, effects on students, and program usefulness. Comments and observations on the effectiveness of the LSEP and its contribution to the institution's educational goals are contributed by the academic dean. The LSEP proposal, instructional materials, and pertinent correspondence are appended. (CWM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED174261

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TUSCULUM COLLEGE

LIBRARY SERVICE ENHANCEMENT PROGRAM

FINAL REPORT
July 1, 1977 - June 30, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Cleo Treadway

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONTENTS:

I. PROGRAM DESCRIPTION (PROJECT LIBRARIAN)

II. PROGRAM EVALUATION (LIBRARY DIRECTOR)

III. PROGRAM EVALUATION (DEAN OF FACULTY)

IV. FINANCIAL REPORT

Appendices

IR007553

I. PROGRAM DESCRIPTION (Project Librarian)

Major activities undertaken at Tusculum College during 1977-78 under the Library Services Enhancement Program involved faculty development activities, course-related bibliographic instruction, and long-range planning with classroom faculty. Specific activities are listed below. Results of these activities are discussed in the Library Director's program evaluation (Section II of this report).

A. FACULTY DEVELOPMENT ACTIVITIES

1. Library staff meetings in the fall with the Dean of Faculty and Division Directors to discuss the Library Service Enhancement Program; i.e., rationale and goals, progress, future plans and procedures.
2. Library staff conferences throughout the year with classroom faculty in English, sociology/social services, and biology to discuss the needs for bibliographic instruction, to review how others have met the needs on their campuses, and to plan for ways to meet our needs.
3. Participation in Earlham College's Bibliographic Instruction Workshop by the Dean of Faculty, the Director of the Division of Behavioral and Social Sciences, and the Project Librarian.
4. Participation in the LOEX Conference on Library Orientation for Academic Librarians by an English professor and the Project Librarian.
5. Library staff conferences with administrators and with classroom faculty in art, education, special education, physical education, history (the coordinator of a new "General Studies" course), and psychology to discuss needs across the campus for improved and expanded library services, including curriculum-integrated bibliographic instruction.

B. COURSE-RELATED BIBLIOGRAPHIC INSTRUCTION

1. Disciplines

a. English. Established a bibliographic instruction component in freshman English. The component utilizes a self-guided tour, classroom lecture, term paper worksheet, self-instructional study guides, and library "lab" sessions.

b. Biology. Used materials from British Library's Travelling Workshops Experiment with biology majors. The materials included handbooks, guided exercises, audio-visuals, and pre/post-tests.

c. Education. Gave assignment-related instruction to classes in three education courses and library-use orientation to one physical education class.

d. Sociology/social services. Collaborated with classroom faculty in developing library-based assignments to include in course syllabi.

Gave assignment-related instruction in all sections of 9 courses.

Explored and evaluated various approaches to course-related bibliographic instruction including classroom lecture, small group discussion, class handouts, library "lab" sessions, search strategy flow chart, demonstrated literature search.

2. Record Keeping

a. Established a card file of the names of all students enrolled in classes receiving bibliographic instruction. This file—which records the subject, level, and date of instruction for each student—enables us to prevent needless repetition of instruction.

b. Established a card file of reference tools. The cards are color-coded by discipline and include bibliographic information, call number, and descriptive annotation. The file will be used to facilitate the compilation of specialized bibliographies.

3. Evaluation

Prepared two opinion questionnaires which were used with students receiving course-related bibliographic instruction.

C. LONG RANGE PLANNING WITH CLASSROOM FACULTY

1. Sociology/Social Services

a. Developed objectives for an on-going program of sequential, curriculum-integrated bibliographic instruction for sociology/social services majors. (See Appendix I for revised objectives).

b. Initiated course-related collection development.

2. All Disciplines

Developed a detailed outline of a curriculum-integrated program designed to effect optimum utilization of library resources in the teaching/learning process at Tusculum.

II. PROGRAM EVALUATION (LIBRARY DIRECTOR)

NOTE: The numbers in parentheses correspond to the numbers assigned to each question posed by CLR in section II of their guidelines for this report. (See Appendix II).

A(1). As stated in Tusculum's grant proposal, the goal for the LSEP grant year was "to explore, develop, and implement a program designed to ensure the bibliographic competency of all graduating social sciences majors." Early in the grant year this goal was modified to include just the sociology/social services majors. In October the revised goal was approved by the Dean of Faculty and the Academic Division Directors as a realistic goal and as a first step in planning for similar programs in all major disciplines.

Progress toward accomplishment of this goal was guided by the statements of "Procedure" and "Expected Results" included in the grant proposal. (See Appendix III). We have successfully followed the 8 steps listed under "Procedure", with these exceptions:

1. Student representatives were included in the early planning sessions but not in later sessions.
2. Discussion of student needs did not result in a written statement of needs, as had been expected.
3. Evaluation procedures were informal and have yet to be thoroughly developed.

The statement of "Expected Results" covered 9 areas and proved to be an accurate prediction. We have had successful experiences in the areas described under nos. 1, 2, 3, 4, and 9. We have layed the ground work for the accomplishment of nos. 5-8.

Significant progress has been made toward the establishment of sequential, course-related bibliographic instruction for sociology/social services majors. However, the program is not one that will ever be completed. It is an on-going and an expanding program. It will require continuing refinement, revision, and renewal.

B(2). Special staff skills required for a one hundred percent successful program of curriculum-integrated bibliographic instruction include those listed below. They are listed with the realization that our library staff is sorely lacking in the breadth and depth of desirable skills, but that we are continuing to increase our knowledge and skill. We also will continue to seek out the skill and advice of others--both within and without our campus.

Special staff skills:

1. A broad knowledge of the field of higher education--goals, trends, governance, seats of power, idiosyncracies, current developments
2. Knowledge of institutional philosophy of education, goals and policies, current curriculum discussions
3. Collegiality with classroom faculty and administrators
4. Scholarship
5. Library research skills in several disciplines
6. Knowledge and application of sound educational principles and techniques
7. Successful classroom teaching experience
8. Knowledge of needs of students and faculty for library services
9. Adequate reference staff to meet increased research needs of campus community

10. Creativeness; imagination; openness to new ideas

11. Middle management techniques; ability to present and to defend a well-developed plan at the right time to the right persons

12. Patience to proceed slowly and methodically

13. Perseverance to accept set-backs, to begin again, to evaluate and re-evaluate, to revise

C(3). Library staff, faculty, and students involved in the program

1. During the grant year the library staff numbered 3.5 FTE:

Visiting Director of Library Services
Technical Services Library Associate
LSEP Project Librarian (funded by CLR)
Archives Associate, Part-time (funded by NHPRC)

All four were involved in LSEP policy and planning sessions, in development of materials used with freshman English classes, and in developing an outline of an expanded program of library services; two were heavily involved in reference services with a third involved to a limited extent; one handled the increased interlibrary loans; two were involved to a degree and one was closely involved in the planning with the classroom faculty.

2. Twenty percent of the classroom faculty were specifically involved in the bibliographic instruction program. An additional thirty percent were involved in the development of an outline of an expanded program.

3. Forty percent of the student body (or 214 students) was reached through in-class bibliographic instruction. Of this total, 103 students received instruction in freshman English, 133 students received bibliographic instruction in their major field of study. These students responded to an evaluation questionnaire. In addition, three library student assistants contributed to the development of both form and content of materials used with freshman English classes.

D(4). The program at its present level is integrated into the library's regular staffed services and will be continued.

E(5). Classroom faculty and administrators have readily given passive support to the program. They agree with the rationale for and general goals of the program. Obtaining passive support is not difficult when only verbal assent is required. However, active support is not as readily forthcoming. This year active participation was required and was received from approximately 20% of the faculty. Their participation was at varying levels of intensity. In some cases the classroom faculty enthusiastically and with initiative entered in to planning with the library faculty. In other cases the classroom faculty politely cooperated--sometimes requiring some gentle prodding. In all cases, the year provided valuable learning experiences for both classroom and library faculty and resulted in a heightened awareness of the needs of students and of ways to meet those needs.

Obtaining active and aggressive faculty support is not so much "difficult" as it is slow and tenuous. A variety of circumstances account for less than enthusiastic faculty attitudes toward course-related bibliographic instruction.

1. Inadequate ground work (conciousness-raising) by the library staff.

2. Lack of understanding of the need for, the purpose of, the opportunities for, the advantages of, and the methods of bibliographic instruction.

3. Lack of a successful model to demonstrate the value of bibliographic instruction.

4. Preoccupation of both thought and time with committee meetings and with campus "politics".

5. A narrow approach to education.

6. Reluctance to devote already crowded class time to bibliographic instruction.

7. In a few cases, lack of concern about improving the teaching/learning process.

The most successful interest-arousing approaches for us have been 1)demonstrated success with bibliographic instruction in some classes and 2) faculty participation in the Earlham and Eastern Michigan conferences. We plan to use both of these approaches with other faculty and administrators. However, consciousness-raising alone does not ensure active participation. A working program requires continuous nudging, prodding, guiding, planning, and evaluating. I suspect that no program should be considered "established" until it has been included in written curriculum policies and requirements; and even then, that a turnover in administrators and/or faculty will mean beginning anew to "establish" portions of the program.

F(6-8). In my opinion, improved faculty involvement with bibliographic instruction and with other areas of library service has been in direct proportion to the amount of time the library staff has had to promote "programs" and to cultivate participation. In past years we have had limited participation from English faculty. This year we had active participation from English faculty in a cooperatively planned program. And next year the coordinator for freshman English plans to increase the library component--to break it into smaller segments; to have briefer sessions of bibliographic instruction, extended over a longer period of time; and to schedule some of her office hours in the library.

Oral comments from the three classroom faculty most closely involved with the program have indicated some improvement in their students' academic work as a result of the program. But these comments are not documented. I would expect effective change to be evident over a period of time. We have yet to develop a procedure for measuring this change. However, the evaluation questionnaires indicated that 95.6% of the respondents found the bibliographic instruction useful in completing class assignments and 97.6% felt that bibliographic instruction would be useful in other courses.

A significant result of the program this year was stated by a sociology professor in a letter dated April 12, 1978.

> "Our...program...has translated into a higher quality of library related student assignments. Furthermore, our association through the program has resulted in me reevaluating the sociology courses toward improving their quality via a more creative utilization of library resources."[1]

Instilling this understanding and acceptance of the purpose of the program is an essential first step for a successful program.

G(9-11). I am aware of no library services rendered obsolete by our program. Neither do I consider the Library Services Enhancement Program activities as incremental services, although other activities (library science activities) have had first call on library staff time. I consider LSEP activities, intergration of library resources and services into the teaching/learning process, the fundamental role of an undergraduate library.

---

[1]Letter is included in Tusculum College's 1978 "Proposal to the Council on Library Resources and the National Endowment for the Humanities".

I do not have documentation for changes in library use resulting from LSEP activities other than comments included on student questionnaires. The following quotes are from sociology/social services students:

> "handouts were helpful...should be done for all fields"
> (I learned) "a new way to approach a topic; areas of books I never knew existed" (from a Senior)
> "definitely more familiar with social work resources..."
> "became aware of material which I had previously not used"
> "was aware of some resources but had not used until after instruction in use"

However, the library staff has observed heavier use of specific reference tools; e.g. LCSH, NYT Index, ERR, all the Wilson indexes, ES, IESS, Soc. AB., ESW, BASIC, BRD, and the journal collection.

H(12). This question is difficult for me to answer realistically. It is easy to say that library service enhancement is our purpose for being; that curriculum-integrated bibliographic instruction, course-related collection development, and adequate reference services are our most important functions. They are. However, in just three weeks back in the Director's office I am already experiencing frustration. The press of day to day routines has consumed time needed to revise materials for the fall freshman English classes and to plan with the new sociology professor. And in looking ahead, I know that the four weeks remaining before the resumption of classes will not provide enough time to adequately handle the backlog of filing, inventory snags, reclassification, training for new staff, desk work, budget allocations, maintenance problems, vacation, etc.

What priority for library staff? Important enough to decide to take short cuts in some library science activities and to work as many hours as it requires to continue the Library Services Enhancement Program activities we have initiated.

What priority for classroom faculty? I don't know. In most cases, but not all, the iniative for continuing and expanding the program will come from the library staff and the faculty will be willing to collaborate. If "priority" is evidenced by the act of initiating and agressively pursuing a program, perhaps at the expense of another program, then library service enhancement activities are not top priority for our faculty. (I think English and sociology/social services may be an exception. However, this remains to be seen.)

What priority for students? Again, I don't know. I have failed to involve students as closely in the planning as I had hoped to do. Most students are not aware of the long range goals of the program. And the results of and reactions to our initial endeavors have been modest, not dramatic.

As the program becomes broader in scope and more firmly established, I believe it will become a high priority for administrators, faculty, and students.

I(13). I firmly believe that optimum utilization of library resources in the teaching/learning process is an essential ingredient of a liberating education. I believe that the program we have embarked upon will enhance the quality of teaching at Tusculum College and will heighten the learning experiences

of Tusculum students. I believe that the program, as it becomes fully and firmly entrenched in the curriculum, will give Tusculum College a distinguishing feature that small colleges need today to attract students.

Tusculum College is indebted to the Council on Library Resources for making this year of planning, of learning, and of growing possible. We realize that words of appreciation are inadequate. We intend that our appreciation will be evident in our performance throughout the following years and that the improved quality of education for Tusculum College students will be the reward for all.

On behalf of Tusculum College and of the library profession--Thank you.

III. PROGRAM EVALUATION (DEAN OF FACULTY) .. 10a

tusculum college

GREENEVILLE, TENNESSEE 37743

July 11, 1978

Mrs. Edith M. Lesser, Secretary
and Treasurer
Council on Library Resources
One Dupont Circle
Washington, D.C. 20036

Dear Mrs. Lesser:

I am pleased to report that the LSEP grant has been a real stimulus to academic growth at Tusculum. A model for bibliographic instruction has been developed on schedule in the disciplines of sociology-social service and has led in turn to larger plans. We have presented to the National Endowment for the Humanities a proposal (prepared by Mrs. Treadway) requesting funds for an extensive program in bibliographic instruction to be developed in three phases.

During this past academic year with Mrs. Treadway and another faculty member I attended a conference on bibliographic instruction at Earlham College. While one conference does not make an expert, I feel that I got an excellent overview of how bibliographic instruction can be integrated into diverse areas of the curriculum. In our own proposal I am particularly impressed with the degree to which the program in bibliographic instruction reinforces our other academic endeavors. It will, for instance, be an important component in the development of our new required interdisciplinary course ("The Nature of Man"). It is also designed to increase the student's library skills at every level from the initial exposure in English composition to advanced research in connection with the major program.

As I review the results of the LSEP grant year, I think the progress is self-evident. Awareness of the bibliographic instruction program is increasing on campus and the faculty are gradually becoming more involved in the planning and implementation of specific course components. I am confident that this progress will continue and that we can look forward to an important impact on the entire academic program.

Sincerely,

Ruth M. Sharp

Ruth M. Sharp
Dean of the Faculty &
Director of Academic Programs

RMS:mc

Appendix I

Sesquential Bibliographic Instruction
for
Sociology/Social Services Majors
Tusculum College
Revised 6-5-78

PURPOSE

To ensure the bibliographic competency of all graduating sociology and social services majors.

To enable students to more efficiently and effectively locate and use information sources, thus enhancing their college education and better preparing them for the independent research required both for successful graduate work and for remaining abreast of current developments as working professionals.

INSTRUCTIONAL OBJECTIVES

Phase I. The primary objective of Phase I is to equip all Tusculum freshmen with the basic library research skills necessary to successfully prepare their first college-level term paper.

A. The student will be able to locate specified focal points in the library through the completion of a self-guided orientation tour.

B. The student will be able to identify both general and specialized encyclopedias and will use encyclopedia indexes to locate references to a term paper topic.

C. The student will demonstrate ability to locate material through the use of the card catalog (by author, title, and subject), will identify and explain the use of selected elements on a catalog entry, and will demonstrate ability to adapt known terminology to that of the card catalog using the Library of Congress Subject Headings list and catalog card tracings.

D. The student will use general periodical indexes; will identify a representative number of the more specialized indexes; will interpret the elements of an index entry; and will locate journal articles related to a term paper topic.

E. The student will demonstrate knowledge of interlibrary loan procedures by completing an interlibrary loan request for material needed for the term paper.

F. The student will demonstrate ability to follow an efficient basic search strategy through the completion of the term paper work sheet.

G. The student will demonstrate ability to use the microfilm readers.

Phase II. Phase II of the bibliographic instruction sequence is designed to build directly on the bibliographic competencies developed through Phase I instruction and will be implemented as an integral part of a three course humanities sequence which all sophomores are required to take. Specific objectives for the bibliographic instruction components of the humanities sequence have not yet been finalized. They are currently the subject of discussion between classroom and library faculty. It is likely that the instructional objectives will be specified in terms of demonstrated competencies in the following library resources: Essay and General Literature Index; Social Sciences Index; Humanities Index; the eleventh edition of the Encyclopedia Britannica; Book Review Digest; The Great Ideas Today: A Syntopicon of Great Books of the Western World; Oxford English Dictionary: International Encyclopedia of the Social Sciences; Encyclopedia of Philosophy; Encyclopedia of Religion and Ethics; biographical sources; and the Oxford University Press reference volumes in the areas of art, theatre, history, literature, and music. This list is intended to be representative rather than exhaustive. There will be additions of other sources important to specific topics covered throughout the course.

Phase III. Phase III is designed to develop the ability of junior and senior students to conduct scholarly research at an advanced and professional level within each one's particular area of concentration. Upon completion of Phase III instruction, students will understand the organization of the literature in their respective fields of study and will be familiar with its basic and more advanced bibliographic apparatus.

A. The student will demonstrate an understanding of the salient features of the following:

Encyclopedia of the Social Sciences
International Encyclopedia of the Social Sciences
Encyclopedia of Sociology
Encyclopedia of Social Work
various dictionaries of sociology
Social Sciences Index
PAIS
Sociological Abstracts

B. The student will demonstrate ability to adapt terminology used in a subject search of the literature to the varied terminology of different reference sources; e.g., card catalog, Sociological Abstracts, Annual Review of Sociology, New York Times Index, Monthly Catalog, etc.

C. The student will be able to locate and interpret statistics relevant to a problem.

D. The student will be able to locate published reviews of books in sociology and social services.

E. The student will be able to locate information about prominent sociologists, both past and present.

F. The student will demonstrate knowledge of the following specialized bibliographic tools of sociology and social services which are available in the Tusculum library:

Handbook of Modern Sociology
Handbook of Small Group Research
Handbook of Social Psychology
Handbook of Socialization Theory and Research
Review of Child Development Research
Catalog of Federal Domestic Assistance
Foundation Directory
Dictionary of Occupational Titles
Occupational Outlook Handbook

G. The student will demonstrate knowledge of important bibliographic tools not available in the Tusculum College Library; e.g. Social Sciences Citation Index, Dissertation Abstracts, complete U.S. census files, other data bases.

H. The student will demonstrate an understanding of the importance of government publications to a study of current social problems and will be able to use Monthly Catalog to identify government documents relevant to a problem.

I. The student will demonstrate knowledge of the scope and special features of the major journals of sociology and social services.

J. The student will demonstrate an understanding of the cross-disciplinary "relatedness" of research and will be able to use the bibliographic apparatus of other disciplines when appropriate; e.g., Psychological Abstracts, Annual Review of Psychology, Current Index to Journals in Education, Congressional Quarterly.

K. The student will understand and consider the limitations of the collection when planning a research project.

L. The student will be able to plan an efficient search strategy and to complete a comprehensive literature search on a particular topic using library, campus, and other resources as appropiate.

M. The student will be able to evaluate resources, to select the bibliographic citations most relevant to a specific problem, and to distinguish between primary and secondary sources.

N. The student will be able to:

a. identify seminal works,
b. trace the development of a theory or concept; identify peak and slack periods of interest.
c. interpret the influence of different schools of thought on a sociological theory or concept.
d. analyze current thinking in light of the historical development of a theory or concept.

O. The student will demonstrate an understanding of the principles and forms of documentation and will use the form recommended in sociology.

P. The student will be able to formulate a viable problem, to synthesize the ideas of others relevant to the problem, to arrive at original conclusions, and to present the results in a cogent, well documented paper.

COUNCIL ON LIBRARY RESOURCES
One Dupont Circle • Washington, D.C. • 20036 Tel. 202-296-4757

LSEP EVALUATION

An important element in the development of effective library services is a critical review and evaluation of activities. The objective reporting of negative results, as well as positive successes, is crucial to the continuing advancement of our professional goals. This Evaluation Report has been designed 1) to assist the individual institution in conducting a critical self-evaluation of activities carried out under the LSEP grant; 2) to provide a common format for sharing results both positive and negative, with others; 3) to assist the Council in its assessment of the Library Service Enhancement Program and its value to the library community; and 4) to serve as the institution's final report to the Council. These goals will best be served by your candid evaluation and incisive analysis of the activities initiated at your institution under the Library Service Enhancement Program. Some of the specific questions may not be relevant to your particular program. If so, simply skip them.

The report consists of three sections. The first section, to be completed by the project librarian, is a brief one-page statement describing the actual program activities. The second section, to be completed by the library director, contains a series of questions designed to provide a general focus for the evaluation of your program in the context of your institutional requirements. The third section consists of comments and observations by the academic officer to whom the library director reports.

I. Program Description (by Project Librarian):

Please write a brief descriptive statement listing the specific activities undertaken during the period of the grant.

II. Program Evaluation (by Library Director):

1. Please write a brief statement of 1) your program objectives as stated in your original proposal and 2) a summary of results, including in your analysis a discussion of the following specifics:
   -- revision of initial objectives
   -- objectives achieved
   -- objectives not achieved
   -- brief documentation of continuing progress toward revised objectives
2. In your experience, what are the special staff skills required to carry out this kind of program?
3. What percentage of 1) library staff, 2) faculty, and 3) students are actively involved in the program, and in what specific ways?
4. Is the program integrated into the library's regularly staffed services? Will it be continued when Council support ends?
5. How would you describe the nature and extent of faculty participation and cooperation? What difficulty, if any, have you experienced in obtaining faculty support for the program? Can you speculate on reasons for apathy or lack of interest on the part of the faculty? How would you seek to arouse greater interest in future programs?
6. Please identify specific areas of improved faculty involvement and interaction with the library as a result of this program. How did you achieve this participation, and how do you plan to maintain and/or extend this cooperation?

7. What proportion of faculty members now require that students make more use of the library in their course work? What are some specific indications of this increased or modified library usage?

8. What evidence is there that participating faculty have observed effective changes in students' academic work as a result of this program?

9. What changes can you identify in the use of reference services? How do library users demonstrate more sophistication in 1) actual use of library resources and 2) knowledge of available bibliographic and reference sources?

10. What, if any, library services to users have been rendered partially or wholly obsolete by this program, or do you view the LSEP activities as incremental services?

11. What areas of the library's collections or services are now more heavily used as a result of the LSEP activities?

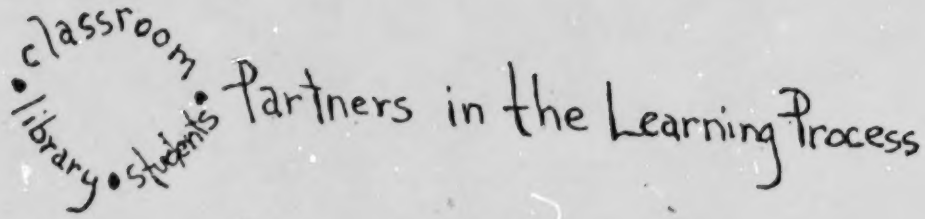
12. What priority do you think 1) faculty, 2) students, and 3) library staff would assign the new activities developed under the LSEP grant in the context of total library services offered on your campus?

13. Please add any comments you may care to make regarding the general usefulness of this program in furthering the academic effectiveness of your institution.

III. Program Evaluation (To be completed by the academic officer to whom the library director reports.):

Please comment on the effectiveness of the LSEP and its contribution to the institution's educational goals.

ACTION PLAN



Goal:

To explore, develop, and implement a program designed to ensure the bibliographic competency of all graduating social sciences majors.

Significance:

Skill in the utilization of library resources should be a requirement for the successful completion of all undergraduate programs. This skill is important for those entering graduate programs as well as for life-long learning. It is expected that this pilot program will not only become an on-going program in the Division of Behavioral and Social Sciences, but will also serve as a model for similar programs in the other academic divisions.

Procedure:

Faculty, Project Librarian, and selected students:

1) consider the significance of library research skills in the social sciences.

2) explore possible areas for closer cooperation and for team-teaching.

3) determine needs of our students.

4) examine course syllabi and teaching methods currently employed.

5) determine most effective methods and types of materials to meet specified needs.

6) develop creative programs and materials to enhance the teaching/learning process.

7) implement programs.

8) evaluate programs and materials.

Expected Results:

1) The meshing of expertise and efforts of classroom and library faculty in the teaching/learning process.

2) A comprehensive program of instruction and experiences in library use for students majoring in the social sciences resulting in
   a. an upgrading of quality of student library research.
   b. college graduates equipped with skills important for graduate work and necessary to continue self-education.

3) An increased ambience of "inquiry" on campus.

4) Increased "current awareness" services for faculty.

5) Informed, in-depth involvement from classroom and library faculty and students in collection development in the social sciences.

6) Increased reference help for students and faculty.

7) Displays, special bibliographies, and special events coordinated with classroom discussions and designed to encourage independent study beyond class assignments.

8) Evaluation instruments designed to determine the effectiveness of the program and to point out weaknesses to be corrected.

9) A pilot program which will elicit requests from other academic divisions for a similar ACTION PLAN.

TUSCULUM COLLEGE

LIBRARY SERVICE ENHANCEMENT PROGRAM

QUARTERLY REPORT: JANUARY - MARCH, 1976

CONTENTS:

NARRATIVE REPORT
FINANCIAL REPORT
APPENDICES

NARRATIVE REPORT

A major accomplishment during the first quarter of Tusculum's LSEP grant year was the completion and implementation of a bibliographic instruction unit for freshman English classes. Our efforts during the second quarter were concentrated in two areas: biology and sociology/social services. The biology program involved a "Biological Information" Workshop. The work with sociology /social services classes provided an opportunity for the classroom faculty and the Project Librarian to examine student strengths and weaknesses in library research skills and to explore various approaches to bibliographic instruction.

The third quarter of this LSEP grant year has resulted in three major accomplishments:

1. Written objectives for a sequential program of bibliographic instruction for sociology/social services majors

   Appendix I of this report includes the initial draft of a statement of objectives. We are in the process of re-writing the objectives based on suggestions made by the classroom faculty. Our next report will include the statement of objectives as adopted by the sociology/social services faculty.

2. A detailed outline of a curriculum-integrated program designed to effect optimum utilization of library resources in the teaching/learning process at Tusculum.

   This program is described in a proposal submitted to the Council and to NEH under the College Library Program. (A copy of the proposal is on file with the Council.) Although the basic tenets of the program are not new, program development, crystallization, and consolidation required thoughtful consideration and input from all segments of the college community. Development of the proposed program consumed a good portion of the library staff's time and attention during the third quarter as well as a major commitment of time and thought from key administrators, classroom faculty, and students. Implementation of the program will expand and will consolidate the library service enhancement activities initiated during this LSEP grant year. We are grateful to the Council for providing us the time and the staff development opportunities necessary to develop the comprehensive, curriculum-integrated program.

3. The addition to the biology curriculum of a new, required, 1 credit course in "Literature of the Biological Sciences."

This new course is the result of library and biology faculty collaboration on the TWE "Biological Information" Workshop last fall. Final evaluation of the workshop was positive. Post-test scores reflected a 23 percent improvement over pre-test scores Dr. Davis (biology) and I are waiting for information from TWE about future use of their copyrighted materials before writing the syllabus for the new course.

Note: The evaluation questionnaire returned to TWE is lengthy and is not included in this report. However, a summary statement of our evaluation is shown in Appendix III.

Additional activities involving the Project Librarian during January, February, and March are listed below.

1. Preparation of the 1978-79 library budget request, and subsequent "budget" meetings with the Dean of Faculty, the Director of Planning, the President, and the Board of Trustees.

2. Participation in a series of meetings concerning changes in the divisional structure of the college.

3. Preparation of a brief report of LSEP activities requested for the Southeastern Librarian. A copy of this report is appended for the Council's consideration and approval (Appendix II).

4. The initiation of course-related collection development activities for sociology/social services.

Our collection was checked against bibliographies in current text books and in the Encyclopedia of Sociology. We have ordered Toward Building the Undergraduate Social Work Library and will continue measuring our collection against recommended reading lists (both current and retrospective) in preparation for future media orders.

5. A search for supplementary audio-visual materials for social services courses.

This has been a frustrating experience. Our search led us to video and film programs. The video programs available for preview were only available in cassette format (our video equipment is for 1/2" reel). The film we needed was not available from university film libraries and the rental fee from the distributor was $100.00-a price we could not afford.

6. Attendance at some of the class meetings of the trial run of a new humanities course (in which the library has been asked to participate) as well as a detailed examination of the texts used.

The Faculty Coordinator of this new interdisciplinary course has requested library participation in the development of resource materials as well as in the development of library-based assignments and in instruction in humanistic research methods.

7. Additional scheduled reference hours during the last two weeks of winter quarter.

8. A check of all spring quarter sociology/social services class rolls against the card file of students having received previous bibliographic instruction to determine instruction needed during spring quarter.

9. Continuation of assignment-related bibliographic instruction.

a. Soc. 309: Intro to Soc. Group Work 11 students (10 with previous instruction)

Students met in library for a two-hour lab period in which they examined selected journals and articles within those journals related to group work. Students then re-grouped to discuss their discoveries and observations. Students were not asked to use indexes and abstracts; however, several did, reflecting their previous experiences with library research. One student, not happy with Soc. Abstracts for this project, asked if there were not other indexes in this field. She was directed to Social Sciences Index. She was eager to discuss her discovery with her classmates. The students' subsequent discussion of the merits of Soc. Abstracts and Social Sciences Index was interesting and was instructive.

b. Soc. 310: Soc. Thought 7 students (6 with previous instruction)

Assignment, handouts, and method used were similar to those for Soc. 405 (described in 2nd quarterly report). Only one student had been in Soc. 405. More time was spent in this class on the sample search. The Project Librarian demonstrated how, in just one hour, she obtained some knowledge of an unfamiliar topic, located major works on the subject, and located most recent material on the subject. The class professor verified that the sources were, indeed, the most important in

the field and stressed the value of selective bibliographies and indexes to library research. He admitted to the class that, although he is quite familiar with the key works, he does not know how to locate sources in areas with which he is not familiar.

c. Ed. 320: Managing Classroom Behavior — 5 students (2 with previous instruction)

Students met in library for informal instruction in terminology and tools and for a "lab" session in which they located information for their reports by using Education Index, Current Index to Journals in Education, and Resources in Education. Class handouts are included in Appendix IV.

d. Ed. 337: Evaluation in General and Special Education
27 students

Students were assigned a library exercise using Mental Measurements Yearbook and Tests in Print. Library involvement included preparation of point-of-use instructions and orientation of the library student assistants to the nature of the assignment and the location of the sources.

Appendix

Lincoln College

CAMPUS CORRESPONDENCE

March 3, 1978

TO: Jeff McGinn
Jo Bradley

FROM: Cleo Treadway

One goal of the Library Service Enhancement Program is to develop a sequential program of bibliographic instruction for sociology/social welfare majors. This year we have discussed the significance of library research skills and have experimented with library components in several of your classes. Perhaps now is the time to develop a coordinated, sequential program of instruction and library experiences designed to help sociology/social welfare majors develop competency in utilization of library resources. Our planning should be based on answers to the following questions:

What is the need?

What is the curricular design for sociology/social welfare majors?

What teaching methods are employed?

What specific research skills are needed by the students? And when?

Will assignments require knowledge of specific resources and the use of specific skills of research?

It is my hope that within the next two weeks we can meet to discuss these questions and to develop a comprehensive program for your students. As a point of departure for our discussion, a skeleton outline of a possible bibliographic instruction sequence is attached. A final outline and statement of objectives should be based on a written profile of student needs.

Bibliographic instruction for our students is just one facet of library service enhancement. I hope our discussion can also include other ways the Division of Library Services can improve and expand services and can be more fully integrated into the total educational program. Given adequate personnel, in what ways could the library aid the sociology/social welfare program -- current awareness, collection development, one to one reference counseling, subject bibliographies, displays, special events, delivery service, A-V equipment operators, other-?

Sequential Bibliographic Instruction for Sociology/Social Welfare Majors Tusculum College

PURPOSE

To ensure the bibliographic competency of all graduating sociology/social welfare majors.

To enable students to more efficiently and effectively locate and use information sources, thus enhancing their college education and better preparing them for continuing education.

OBJECTIVES

Phase I. In freshman English classes all students will receive instruction in information handling skills and will complete assignments requiring library research. Their information handling skills will be reinforced in the Nature of Man course.

A. Students will be familiar with both general and specialized encyclopedias and will use encyclopedia indexes to locate material.

B. Students will locate material in the card catalog (by author, title, subject), will identify and explain the use of selected elements on a catalog entry, and will adapt their own terminology to that of the card catalog (using the Library of Congress Subject Headings list, cross references, and tracings).

C. Students will be familiar with general periodical indexes, and aware of more specialized indexes; will use the indexes most likely to meet their information needs; and will correctly interpret the elements of an index entry.

D. Students will use location charts to find where books are shelved and will be able to find books under the Library of Congress Classification System. They will use the periodicals list to identify journals owned by Tusculum and will locate journal articles. They will operate the microfilm readers.

E. Students will know that special reference sources exist to find definitions, statistics, book reviews, and biographical information.

F. Students will know that materials not owned by Tusculum may be borrowed via Interlibrary Loan.

G. Students will follow an efficient basic search strategy using encyclopedias, the card catalog, periodical indexes, and other sources as necessary.

Phase II. In Soc. 101 and Soc. 105 students will receive beginning instruction in the organization of the literature of sociology/social welfare and its basic bibliographic apparatus.

A. Given a problem with which the student is unfamiliar, the student will locate background information and references to further information using EES, IESS, ES, ESW, or a recommended text.

B. The student will determine and use appropriate terminology to locate materials related to the problem.

C. The student will select and use appropriate indexes to locate the most recent material on the problem; e.g., SSI, PAIS, NYT Index, RG, Vital History Cassettes. (? Soc. Ab.)

D. The student will locate and use statistics relevant to the problem.

E. The student will use correct form for footnotes and references.

F. The student will follow an efficient search strategy based on the level and scope of information needed.

Phase III. In Soc. 207 and Soc. 212 students will receive instruction in more advanced methods of library research. Specialized resources, which are not covered in Soc. 207 and 212, will be explained to the student in other courses when successful completion of an assignment requires their use, e.g. Soc. 320 Handbook of Social Psychology, Soc. 302 Review of Child Development Research. and Soc. 307 Dictionary of Occupational Title.

A. The student will plan and implement an efficient search strategy using library, campus, and other resources as appropriate.

B. The student will evaluate the usefulness of bibliographic citations to a specific problem.

C. The student will understand and consider the limitations of the collection when planning a research project.

D. The student will understand the cross disciplinary "relatedness" of research; will distinguish between the sociological approach to a problem and the approach of another discipline to the same problem; and will use the bibliographic tools of other disciplines when appropriate; e.g. Psychological Abstracts, Annual Review of Psychology, Current Index to Journals in Education, Congressional Quarterly, Marketing Handbook.

E. The student will recognize the differences in bibliographic form used by various disciplines and will use the form recommended in sociology.

F. The student will be familiar with or aware of the existence of many of the bibliographic tools of sociology, e.g. Sociological Abstracts, Annual Review of Sociology, Handbook of Marriage and the Family, other handbooks and reviews: Monthly Catalog, U. S. Census reports, Social Sciences Citation Index, Dissertation Abstracts, data banks, specialized bibliographies, guides to the literature, the major periodicals in the field.

G. The student will be familiar with the scope and special features of the major journals in sociology/social welfare and will know how to keep abreast of current information in a field of interest.

Phase IV. In Soc. 410 or ___?___ the student's information handling skills and knowledge of the literature of sociology will be evaluated.

A. The student will be familiar with the literature of sociology/social welfare as well as the bibliographic apparatus of the disciplines.

B. For a selected problem, the student will compile a quality bibliography using an efficient search strategy.

librarian and/or classroom faculty member will judge the quality of the bibliography on the following factors:

(1) 80% of the entries shall meet one or more of the following criteria:
- (a) be written by recognized authorities in the field.
- (b) be represented in standard bibliographies on the topic.
- (c) appear in a recognized journal in the field.

(2) bibliographic format will conform to accepted standards in that subject field.

A librarian will judge the efficiency of the search strategy as evidenced in the diary. The diary should evidence:

(1) The student clearly defined his topic before or during the initial stages of the search.

(2) The student considered and effectively used alternative search terms throughout his search.

(3) The student consulted an encyclopedia or handbook or other general source to obtain standard data or information on his topic early in his search.

(4) The student searched for and used available bibliographies on his topic.

(5) The student searched relevant indexes, or abstracts to update his information.

(6) The student used the subject card catalog.

(7) The student used bibliographies and/or footnotes in relevant materials found during his search.

(8) The student used book reviews, biographical aids or other sources to help him evaluate materials.

(9) The student made accurate complete bibliographic notes and avoided repeated searches to locate or check citations.

(10) The student located materials of interest to him outside the library.

(11) The student consulted librarians and faculty members for aid and suggestions whenever appropriate.

* (see ACRL "Model Statement of Objectives"

Appendix II

LSEP AT TUSCULUM, 1977-78

Tusculum College was one of the fortunate recipients of a CLR/LSEP grant for the 1977-78 academic year. As stated in the grant proposal, our goal for the grant year was "to explore, develop, and implement a program designed to ensure the bibliographic competency of all graduating social sciences majors." Early in the year this goal was modified to include just the sociology/social services majors.

Prior to the grant year significant progress had been made in the development of a bibliographic instruction component for freshman English classes. This component was implemented during the fall quarter, and with some revision, will be continued as the first sequence of bibliographic instruction for all Tusculum students. Throughout the year, the sociology/social services faculty and the LSEP Project Librarian experimented with various approaches to the presentation of library research strategies and resources. Each approach was related to a specific class assignment. Each approach was evaluated via a student questionnaire. The capstone of this year of exploration was the development of a framework and of specific objectives for a sequential program of course-related bibliographic instruction that will serve as a prototype for similar programs in other academic disciplines. The program includes 4 sequences:

1. In freshman English classes all students will receive instruction in general information handling skills and will complete assignments requiring library research utilizing these skills. These skills will be reinforced in the required sophomore humanities course.

2. In Soc. 101 and Soc. 105 students will receive beginning instruction in the organization of the literature of soci-

ology/social services and its basic bibliographic apparatus.

3. In Soc. 207 and Soc. 212 students will receive instruction in more advanced methods of library research. Specialized resources that are not covered in Soc. 207 and 212 will be explained to the student in other courses when successful completion of an assignment requires their use; e.g., Soc. 320-Handbook of Social Psychology, Soc. 302-Review of Child Development Research, and Soc. 307-Dictionary of Occupational Titles.

4. In Soc. 410 (Senior Seminar) each student will plan and implement an efficient and comprehensive search for information on a selected problem using library, campus, and other resources as appropriate.

A more complete description of this program and copies of materials used have been deposited with LOEX and with the Southeastern Library Instruction Clearinghouse.

Documentation of one LSEP accomplishment will be included in the new Tusculum College Catalog, 1978-80 with biology course listings. "Literature of the Biological Sciences" (1 credit) is a new, required course for all biology majors. Although a syllabus for the new course is yet to be developed, this addition to the catalog is the result of biology and library faculty collaboration on a "Biological Information Course" workshop last fall. The workshop utilized materials (handbook, guided exercises, audio-visuals, pre & post-tests) from the Travelling Workshops Experiment of the British Library, with some revision to adapt the British program for a U.S. audience. It included two class sessions; a demonstration of indexes, abstracts, and computer searches by Janet Fisher at the East Tennessee State University Medical School Library; and independent library research by the students relevant to their respective projects. Post-test scores reflected

a 23 percent improvement over pre-test scores and both student and staff evaluation of the workshop was favorable. Information about this and other TWE programs may be obtained from:

Travelling Workshops Experiment
The Library
Newcastle upon Tyne Polytechnic
Ellison Place
Newcastle upon Tyne
NE1 8ST Great Britain

One record keeping activity which has proved to be valuable and will increase in value each quarter is a card file of the names of all students enrolled in classes receiving bibliographic instruction. Each card includes the student's name, the course number(s), and the date(s) of instruction; thus indicating the subject in which the instruction was given as well as the level of instruction. By referring to this file as planning begins with faculty for each class we will prevent needless repetition of instruction.

A highlight of the year was the opportunity for the Dean of Faculty, the Director of the Division of Behavioral and Social Sciences, and the Project Librarian to attend Earlham College's Bibliographic Instruction Workshop. This Earlham "experience" contributed significantly to their understanding of the rationale and the opportunities for library service enhancement. It is heartening to see evidences of heightened faculty awareness of the active role the library can play in the educational process; to hear students express their "joy of discovery" as they utilize library research strategies and resources previously unknown to them; to notice an upgrading of the quality of student library research. We will continue and will expand this meshing of expertise and efforts of classroom and library faculty in the teaching/learning process.

Appendix III

Some possible factors influencing success

1 Publicity for course.
2 Needs of students' course; project work. Attitude of teaching staff to need for information use.
3 Timing of course.
4 Relations between library and department.
5 Accommodation, equipment.
6 Adequacy of library and stock.
7 The package itself, if you used it again, what would you change - either individual elements of the package, or the way it was used? Any general comments on the package concept. Would you use other packages if available for purchase?

Draw together all the information in this questionnaire to write a summative account of the course, using the suggestions given above, if appropriate.

The work of the TWE is admirable. Had the program been written for American users, I suspect it could be adopted for use by any U.S. college or university without modification. Even the "Library Catalogue" portion of Section C could be written to allow for differences in catalog arrangements. It was not difficult nor too time consuming to adapt the programme for our immediate use. We made minor changes in the text, explained to our students that the material was written for British users, and adapted Exercise B for use with our limited reference collection.

Were we to use the programme again, we would rewrite portions of the narrative; i.e., P.A 7-9, C 2-3, C 5, E 2-5. We would also shorten the bibliography in Section B and would attempt to vary the style of type used for the sub-headings in a way that would facilitate locating different sections of the bibliography. On P. C 2 under "Citing Books" I would add a see reference to the examples on A 6. We would lengthen the time spent on the course, permitting the students time and experiences to become familiar with the organization of the literature, a search strategy, and the varied resources.

Our users found section D particularly useful. I believe you are aware of the "crossed" examples on P. D 7 and of the name change -- "Cross Index" to "Concept Index". Janet Fischer, ETSU Medical School Library, commented about D 9-15. She has used other material which she feels gives a better explanation of Index Medicus.

Because their independent research required immediate use of the indexes and abstracts, the most useful part of the program for our students was Section D and the audio-tape on Biological Abstracts. We were also impressed with Section A. It is a concise and effective presentation of the organization of scientific literature and the search process.

Use of the programme has confirmed my initial positive reactions to the TWE materials. Those reactions are recorded in a completed questionnaire returned to your office on 9-7-77. On behalf of Tusculum College, thank you for the opportunity to benefit from your good work. Thank you for your generosity in sending the materials to us. Tusculums' possible future use of segments of the programme is discussed in a letter to Daphne Clark.

Managing Classroom Behavior

Ed. 320

March 1978

TC Library

I. Subject Terminology

A. Library of Congress Subject Headings

Behavior, Verbal
See Verbal behavior
Behavior (Psychology)
See Animals, Habits and behavior of
Human behavior
Behavior control, Electronic
See Electronic behavior control
Behavior genetics
xx Animals, Habits and behavior of
Genetics
Psychology
Behavior modification *(BF637.B4)*
sa Behavior therapy
xx Psychology, Applied
— Programmed instruction
Behavior problems (Children)
See Problem children
Behavior therapy *(RC489.B4)*
sa Rational-emotive psychotherapy
xx Behavior modification
— Psychotherapy
Behavioral models
See Human behavior—Mathematical models
Behaviorism (Psychology) *(BF199)*
sa Conditioned response

Classified documents
See Security classification (Government documents)
Classified information
See Security classification (Government documents)
Classroom management *(LB3011)*
xx School discipline
School management and organization
Teaching
Classroom observation
See Observation (Educational method)

Clavicle *(QL821; QM101)*
sa Shoulder girdle
x Collarbone

See - Refers you to correct terms
Sa - Suggests more specific terms
x - Un-used terms
xx - Refers you to broader terms

LB1051 Behavior modification
P575 Potcot, James A.
Behavior modification; a practical guide for teachers, by James A. Potcot. Minneapolis, Burgess Pub. Co., 1973.
65856 vii, 104 p. illus. 22 cm. (The Burgess educational psychology series for the teacher)
Bibliography: p. 95-100.

1. Educational psychology. 2. Behaviorism (Psychology) I. Title.

CLASSROOM MANAGEMENT.

LB1051
W54 Wilson, S R
Learning is getting easier; classrooms are becoming more responsive to individual student needs [by] S.R. Wilson [and] D.T. Tosti. [San Rafael, Calif.] Individual Learning Systems [1972]
xiv, 188 p. illus. 24 cm.

36

1. Learning, Psychology of. 2. Classroom management. I. Tosti, Donald T. II. Title

B. Thesaurus of ERIC Descriptors

BEHAVIOR CHANGE 060
SN Complete or partial alteration in the observable activity or response of a person as a result of a learning experience
UF Behavior Modification
BT Behavior Development
RT Behavior
Behavioral Objectives
Behavior Patterns
Change Agents
Changing Attitudes
Conditioning
Counseling
Habit Formation
Nondirective Counseling
Overt Response
Personality Change
Reactive Behavior
Sensory Deprivation
Teacher Behavior

CLASS MANAGEMENT 270
BT Management
RT Classes (Groups Of Students)
Class Organization
Classroom Techniques
Discipline

CLASS ORGANIZATION 370
BT Organization
RT Classes (Groups Of Students)
Class Management
Classroom Arrangement
Cluster Grouping
Furniture Arrangement
Grouping (Instructional Purposes)

CLASSROOM ENVIRONMENT 160
UF Classroom Situation
BT Educational Environment
RT Classroom Design
Classroom Guidance Programs
Classrooms
College Environment
Permissive Environment
Physical Environment
School Environment
Teacher Welfare
Teaching Conditions
Temperature

CLASSROOM TECHNIQUES 510
BT Teaching Methods
RT Class Management
Classrooms
Individualized Instruction

CLASS SIZE 280
RT Classes (Groups Of Students)
Classroom Arrangement
Facility Utilization Research
Flexible Schedules
Flexible Scheduling
Small Classes
Student Teacher Ratio

UF – Used For
NT – Narrower Term
BT – Broader Term
RT – Related Term

Ed. 320
Fall 1976
TC Library

II. Journal Indexes and Abstracts of Research

A.1. Readers' Guide To Periodical Literature

2. Education Index

BEHAVIOR, Competitive. See Competition
BEHAVIOR, Cooperative. See Cooperation
BEHAVIOR, Impulsive. See Impulse (psychology)
BEHAVIOR change. See Behavior; Behavior modification; Precision teaching
BEHAVIOR modification
Aides of behavior modification and reinforcers, Skinner applied. J. W. Kidd. Educ & Train Men Retard 9:198-9 D '74
Academic improvement through an experimental classroom management system. K. H. Matheny and C. R. Edwards. bibl J Sch Psychol 12:222-32 Fall '74
Academic workshop: use of paraprofessional leaders and behavior change goals for students on academic probation. C. Lutker. J Coll Stud Personnel 16:162-3 Mr '75

abilities of bilingual children. D. L. Shutt and T. A. Hannon. Educ & Psychol M 34:429-32 Summ '74
Vanderbilt U. J. W. Kidd. Educ & Train Men Retard 9:28 F '74
What does mainstreaming mean? R. Rezer. J Learn Dis 7:613-16 O '74
CLASSIFICATION (psychology) See Categorization (psychology); Typology (psychology)
CLASSIFICATION of mental illness. See Mental illness—Classification
CLASSROOM boundary questionnaire. See Classroom management—Tests and scales
CLASSROOM climate
Are you really different? T. Christain. Sch & Com 61:6+ My '75
Attention to task and completion of work as a function of level of adjustment and educational environment. C. S. Werner and R. L. Simpson. bibl J Educ Res 68:56-8 O '74
Attitudes, discipline and the child. M. Ediger. Il Sch & Com 61:13 D '74
British primary schools: a model for change? E. U. Clawson and T. C. Hunt. Peabody J Educ 52:48-53 O '74
Children have a right to an interesting school. F. J. Roberts. J Educ 156:4-14 Ag '74
Classroom anxiety and the examination performance of test-anxious students. R. A. Osterhouse. bibl J Educ Res 68:247-50 Mr '75
Classroom ecology: some concerns about a neglected dimension of research on teaching. W. Doyle and G. A. Ponder. bibl Contemp Educ 46:183-8 Spr '75
Development of individualistic behaviors in the classroom. R. H. Feichtner and J. N. Buratyn. bibl Il J Exper Educ 42:13-17 Summ '74
Disturbing classroom behaviors: a developmental and ecological view. R. M. Swan. bibl Except Child 41:163-72 N '74
Effect of a competitive and cooperative environment on the comprehension of a cognitive task. L. J. Dowell. bibl Il J Educ Res 68:274-6 Mr '75
5 Mr '75
Teacher rapport: some stability data. T. L. Good and D. A. Grouws. J Educ Psychol 67:179-82 Ap '75
Why is computer-related learning so successful? F. H. Bell. Educ Tech 14:15-18 D '74

Research

Control as an aspect of group leadership in classrooms: a review of research. T. L. Morrison. bibl J Educ 156:38-64 N '74

Tests and scales

Pupil control ideology of teachers and instructional climate in the classroom. J. S. Bean and W. K. Hoy. bibl Il Sch J 58:61-9 N '74
Social environment of junior high and high school classrooms; Classroom environment scale. E. J. Trickett and R. H. Moos. J Educ Psychol 65:93-102 Ag '73
See also
Barclay classroom climate inventory
CLASSROOM committees. See Group work in schools
CLASSROOM decorations. See Decorations, School
CLASSROOM environment. See Classroom climate
CLASSROOM interaction. See Interaction process analysis; Teachers and students
CLASSROOM libraries. See Libraries, School
CLASSROOM management
Academic improvement through an experimental classroom management system. K. H. Matheny and C. R. Edwards. bibl J Sch Psychol 12:222-32 Fall '74
Alternatives for management of disruptive classroom behaviors. J. Shook. Sch & Com 61:28-9 My '75
Applicability of token reinforcement systems in public school systems. T. F. McLaughlin. bibl Psychol Sch 12:84-9 Ja '75
Attitudes, discipline and the child. M. Ediger. Il Sch & Com 61:13 D '74
Behavior modification and open education; strange bedfellows? A. Robin. Il Educ Tech 14:49-53 N '74
Fighting back. H. Kohl. Il Teacher 93:6-7 D '74
Fostering constructive social behavior in the classroom; behavior mod is not mad. E. Doescher. Social Stud 65:202-4 O '74

B. Psychological Abstracts

SUBJECT INDEX July - Dec. 1975

verbal labels, memory for associated pictures, 4 yr olds, 2369
Wisconsin Card Sorting Test performance, patients with unilateral frontal vs nonfrontal lesions, 5603
Wisconsin Card Sorting Test performance, psychiatric patients vs patients with dorsolateral frontal lobe operations, 5425
Classification (Psychiatric Process) [See Psychodiagnosis]
Classification Systems [See Taxonomies]
Classroom Behavior
academic achievement & school behavior & frequency of seizures, epileptic children in ordinary schools, 1460
affective & cognitive exercises for development of working skills, classroom small group work, 10502
architectural changes & individualized instruction & group contingencies, academic performance & social behavior, disruptive 6th graders, 6293
causes & effects & solutions, disruptive behavior in schools, review of major studies, 12475
classroom behavior patterns, student teachers of social studies & languages, 6217
classroom behavior, academic achievement, 2nd graders, 10589
classroom location & learning, comment on R. J. Bates's article, 12580
classroom location & learning, rejoinder to W. M. Gill's comments, 12566
Precision Referral Form, accurate description of classroom behavior & learning problems & behavioral objectives, learning disabled children, 8443
process & outcome of weekly group therapy, classroom acting out, preadolescent males, 10206
rating scale of student classroom behavior characteristics with 5 vs 7 vs 9 categories, extreme responses in ratings of item importance in behavior judgments, elementary school teachers, 10432
ratings of classroom behavior of reflective & impulsive 2nd grade males & females, 2nd grade teachers, 12503
rational self counseling in classroom, analysis of personal problems & dealing with feelings, college students, 12649
self esteem level, participation & seating in classroom, college students, 10592
self management procedures, academic & classroom behaviors, 10 & 12 yr old hyperactive males, 8460
self vs peer vs teacher monitoring, achievement behavior, 6th graders, 8393
social class, acquisition of school language, lower vs middle class Caucasian kindergarten students, 10566

Abstracts 6518-8642
Oct. 1975

conception was found to be the primary influence ... participation in continuing learning activities. (35 ref)

8393. **Brown, Joe H.** (U Louisville) **The differential effects of monitoring procedures on achievement behavior.** *Journal of Educational Research,* 1975(Apr), Vol 68(8), 318.—Conducted a study with 48 6th graders to examine the differential effects of self, peer, and teacher monitoring on achievement behavior. Ss were assigned to the same classroom for 30 min/day over a 3-mo period. At the beginning of each session they were given a packet of social studies questions; each S specified the number of questions he would complete. Contracts were monitored daily either by Ss, their peer choices, or their teacher, and points were awarded concurrently. Results demonstrate that peer and self-monitored contingency programs were more effective than teacher-monitored programs.—*M. E. Pounsel.*

Abstracts 10768-12767
Dec. 1975

inexpensive methods that parents can campaign for in changing the rigid structure of public schools. Plans for reform include the birthday entrance plan, the year-round learning center plan, the universal tutor plan, and bankrolled educational opportunity.

12475. **Swick, Kevin J. & Howard, Robert C.** (Southern Illinois U) **Disruptive behavior: Causes, effects, solutions.** *Journal of Instructional Psychology,* 1975(Sum), Vol 2(3), 19–26.—Presents a review of some of the major studies and writings on the major causes, effects, and solutions of disruptive behavior in the school environment. Research suggests that the teacher's approach to classroom management, understanding of human development, and knowledge of value and cultural differences between children are the key factors in solving many behavior problems in the classroom. The sociological climate of the school is another important factor in behavior problems. Suggestions for further research are presented, and the need to avoid placing all blame for disruptive behavior on the teacher without considering family and community effects is emphasized.—*L. Gorsey.*

C. ERIC (Educational Resources Information Center)

"a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports."

1. CIJE (Current Index to Journals in Education)

Subject Index

Behavior Problems

Adolescent Problem-Solving Thinking, *Journal of Consulting and Clinical Psychology* v42 n6, pp787-793, Dec 74 EJ 112 214

✓ Disturbing Classroom Behaviors: A Developmental and Ecological View, *Exceptional Children* v41 n3, pp163-72, Nov 74 EJ 112 503

It Works!, *Pointer* v19 n2, pp99, W 74 EJ 112 525

Main Entry Section

EJ 112 501 EC 070 490
Some Thoughts on Mainstreaming Martin, Edwin W., *Exceptional Children*, v41 n3, pp150-3, Nov 74
*Handicapped Children, *Regular Class Placement, *Educational Planning, Exceptional Child Education, Normalization (Handicapped), Changing Attitudes, Inservice Teacher Education, Evaluation

EJ 112 502 EC 070 491
The Influence of Sexism on the Education of Handicapped Children Gillespie, Patricia H.; Fink, Albert H., *Exceptional Children*, v41 n3, pp155-62, Nov 74
*Handicapped Children, *Sex Differences, *Role Perception, *Discriminatory Attitudes (Social), *Curriculum Design, Exceptional Child Education, Instructional Materials, Vocational Education, Student Evaluation, Student Placement

EJ 112 503 EC 070 492
Disturbing Classroom Behaviors: A Developmental and Ecological View Swap, Susan M., *Exceptional Children*, v41 n3, pp163-72, Nov 74
*Behavior Problems, *Developmental Psychology, *Educational Planning, Exceptional Child Education, Emotionally Disturbed, Educational Philosophy, Classroom Environment, Adjustment (To Environment), Individual Differences, Student Teacher Relationship

2. RIE (Resources in Education)

Subject Index

Behavior Change

Behavior Modification and Therapy with Juvenile Delinquents: A Comprehensive Bibliography. ED 120 627

Classroom and Instructional Management: A Teacher Training Program in Behavior Analysis. Coordinator's Book. ED 121 719//

A Composite Counseling Strategy for Developing Internal Locus of Control Orientations and Success Expectancy. ED 120 589

Measuring Shifts in Play and Expressive Behavior in Nursery School. ED 121 424

Self-Managing Stress and Tension. ED 120 610

Treatment Strategies for Social Inhibition Based on Real-Life Practice. ED 120 603

✓ What Are the Problems of a Hyperactive Child? ED 120 598

Document Section

ED 120 598 CG 010 424
Stewart, Mark A.
What Are the Problems of a Hyperactive Child?
Pub Date Sep 75
Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors—*Behavior Change, Behavior Problems, *Children, *Drug Therapy, Environmental Influences, *Hyperactivity, *Parent Education, Speeches, Teacher Behavior

A rationale for being skeptical of drug treatment for hyperactive children is that there is no learning of desired behaviors. Changes in the child's behavior do not carry over to the time when treatment is stopped. The proper approach is viewed as working with parents and teachers to develop behavioral and social means in the problem management of a hyperactive child before resorting to drugs. The author believes that the success of behavioral management shows that the home and school environment can often be changed so that the hyperactive child becomes a happy hyperactive rather than an unhappy, problem child. (SJL)

TUSCULUM COLLEGE

LIBRARY SERVICE ENHANCEMENT PROGRAM

SECOND QUARTERLY REPORT: OCTOBER - DECEMBER, 1977

CONTENTS:

NARRATIVE REPORT
FINANCIAL REPORT
FINANCIAL REPORT: EXPLICATION
APPENDICES

Tusculum College
LSEP
Second Quarterly Report

NARRATIVE REPORT

EARLHAM WORKSHOP

Tusculum College was fortunate to have three representatives accepted for the Earlham College Bibliographic Instruction Workshop, November 17-18. Attending the workshop from Tusculum were:

Dr. Ruth Sharp, Director of Academic Programs

Mr. Jeffrey McGinn, Director of the Division of Behavioral and Social Sciences

Mrs. Cleo Treadway, LSEP Project Librarian

Dr. Sharp and Mr. McGinn were most favorably impressed with the well-organized and effective workshop. This Earlham "experience" contributed significantly to their understanding of the rationale and the opportunities for bibliographic instruction. It paved the way for substantive planning with Mr. McGinn for winter quarter classes and, it is expected, for the future planning of a comprehensive program of bibliographic instruction.

CLASSES

English. The Project Librarian began the second quarter of the LSEP year with lectures to four sections of freshmen English students (120 students). The English professors, in a previous class session, had explained a term paper assignment, had distributed Term Paper Worksheets and Study Guides* prepared by the library staff, and had assigned due dates for each section of the Worksheet. The librarian's class presentation included explanations of each step of the search process as outlined in the Worksheet and a sample search using selected resources listed in the Study Guides. The students were encouraged to begin their library research during announced reference hours when they could receive individual help. The response to the announced scheduled reference hours was overwhelming for our small staff. Next year we will consider scheduling term paper "lab" sessions for small groups of students - perhaps during hours the library is not open to other patrons.

Sherrill Gibson, Technical Services Librarian, developed an evaluation questionnaire* which the English professors distributed to their freshmen classes at the end of the quarter. The results from this questionnaire, our reference work with the freshmen, and follow-up conferences with the professors indicate that:

1) both the library packets and presentations need improvement

Soc. 405: Social Change. 6 students (4 with previous bibliographic instruction in Soc.)

Assignment: library research paper on some aspect of social change

Library involvement:

1) was scheduled the day student's preliminary bibliographies were due
2) took the form of an informal discussion among students, professor, and librarian about student topics and their literature searches to date
3) introduced a flow chart for a systematic literature search for this particular Soc. class
4) presented a sample search

Handouts in Appendix VI

DIVISION DIRECTORS

In October the library staff met with the Division Directors to discuss the LSEProgram; i.e., rationale and goals, progress to date, future plans and procedures. A "Proposed Statement of Purpose and Goals"* presented for discussion and revision, was well-received. The Division Directors were in agreement with the stated rationale for bibliographic instruction; did not disagree with - but were not completely clear about - the stated purpose and goals; and had many questions about possible procedures. The consensus was that a model program of bibliographic instruction, operating effectively in one discipline, would be advisable before proceeding further. Progress toward the establishment of a model program for our Sociology/Social Welfare majors continues.

CARD FILE

During the fall quarter the Project Librarian began a card file of the names of all students enrolled in classes receiving bibliographic instruction. Each card includes the student's name, the course number (s), and the date (s) of instruction. This file enables us to determine the subject and level of instruction received by all students. We have used it in planning for winter quarter classes to prevent needless repetition of instruction.

*A copy of this material was included in the packet of materials deposited with Nancy Gwinn at the Washington meeting, November 16, 1977.

carefully to determine the previous exposure each student had had to library research skills. This study influenced our decisions about level of instruction needed, timing of instruction, in-class instruction or hand-outs only, etc.. The results are summarized below.

Soc. 101: Intro to Soc. 37 students (22 in Eng. 101, Fall '77)

Syllabus included 8 assignments requiring library research.

Library presentation (lecture and handouts) covered:

1) preparation for a library research paper in Sociology
2) other library research relevant to course assignments
3) annotated bibliographies
4) sources for a review of writing skills

Handouts in Appendix III

Soc. 105: Contemporary Social Problems. 7 students (2 in Fall qt. Soc. classes)

Assignments:

1) a class presentation covering the factual dimensions of a social problem
2) a paper based on the sociological interpretations of this information

Library presentation (lecture and handouts) covered:

1) organization of social science literature
2) search strategy
3) basic reference sources in Sociology
4) sample literature search

Handouts in Appendix IV

Soc. 212: Small Groups. 20 students (10 upperclassmen with previous bibliographic instruction in Soc.)

Did not meet with class
Prepared "book review" handout for class use
Sent bibliography of "Basic Reference Sources" (Soc.) to class

Book Review handout in Appendix V

2) the library collection must be augmented in selected areas

3) additional reference help is needed when the freshmen begin their library research

Sherrill will work with the English faculty and student representatives to modify and improve the methods and materials to be used in the 1978-79 freshman English program.

Biology. Our first quarterly report explained Tusculum's involvement with the British Library's Travelling Workshops Experiment (TWE). In October the TWE program "Biological Information" was modified for use with Tusculum students. Biology Seminar students were required to complete the entire workshop (described in Appendix I) in conjunction with literature searches related to their respective independent laboratory research. Two additional students, two librarians, and two biology professors completed portions of the workshop, including the pre and post-tests and the evaluation questionnaire. The workshop included two class sessions, a demonstration of indexes, abstracts, and computer searches at the East Tennessee State University Medical School Library, and independent research by the students.

A primary purpose of the "Biological Information" Workshop was to evaluate the program for possible use as a self-instructed credit course for our biology majors. The results of this evaluation will be recorded in our next quarterly report.

Education. A chance conversation with a new professor in Special Education revealed that his students do not know how to do library research. As a result, the Project Librarian met with the Introduction to Special Education class to prepare the students for an assigned project involving basic library research. The class session included lecture, handouts, and class participation. Four of the handouts are included in Appendix II.

Sociology. In November an evaluation questionnaire* was developed for use with the sociology/social welfare classes. The responses to this questionnaire from students in fall quarter classes indicated that ninety-two percent felt that the bibliographic instruction was useful in completing class assignments; eighty-eight percent evaluated the instruction as "good" or "very good"; and eighty-eight percent agreed that instruction would be useful in other courses.

The Project Librarian also worked with the sociology/social welfare professors in planning library related assignments for each of the winter quarter courses. Because Tusculum does not, as yet, have a sequential program of bibliographic instruction in operation, we studied class rolls

LIBRARY SERVICE ENHANCEMENT PROGRAM

COUNCIL ON LIBRARY RESOURCES

One Dupont Circle • Washington, D.C. • 20036 Tel. 202-296-4757

FINANCIAL REPORT

Name and address of institution Tusculum College
Greeneville TN 37743

Submitted by Cleo Treadway Director of Library Services and LSEP Project librarian (name and title)

Period covered by this report: From Oct. 1, 1978 To Dec. 31, 1977

EXPENSE ITEMS	Total Approved Budget Revised: 11-4-77	Expenditures Since Last Report	Total Expenditures To Date	Balance Available
Salary and benefits, new librarian	9209	2310	4620	4589
Consultant	500	0	0	500 *
Travel	775	806	1024.50	-249.50 *
Supplies	375	120.93	216.11	158.89
Typist	635	0	0	635
TOTAL COSTS		3236.93	5860.61	5633.39

Total grant 11,494 Less receipts to date 6386 Bal. Available 5108

On a separate page,

1. Give name of new librarian, state salary for period and benefits paid
2. If consultants are used, give their names, rate, number of days
3. Travel - for each trip, explain purpose of the travel, and include applicable cost information for both transportation and living expenses. Commercial travel is reimbursed at the economy rate, use of own car at the institution's rate but no more than 15¢ a mile.
4. Provide an explanation and computation for other items listed in this report
5. Changes in the budget must be approved in advance by the Council.

* See #2 on attached page entitled "Financial Report Explanation"

TC/LSEP
Second Quarterly Report

FINANCIAL REPORT: EXPLICATION

1. New librarian: Dr. Robert Hersch, Visiting Director of Library Services

   Salary : $2100 October 1 - December 31, 1977
   Benefits: 210

2. Consultants: Although no funds have been expended for consultants to date, this balance is expected to cover the deficit in the travel account. A true balance would be $250.50 ($500 - $249.50).

3. Travel:

   a. Purpose : Bibliographic Instruction Workshop
      Earlham College
      November 17-18, 1977

      Expenses: Three registration fees
      (McGinn, Sharp, Treadway) $375.00

      Plane fare (Jeff McGinn) 165.00

      Plane fare (Cleo Treadway) 105.50

      Meals and rooms
      (McGinn, Sharp, Treadway) 154.00

      One plane fare and a car rental were paid by Tusculum College from a Faculty Development Fund.

   b. Purpose : Two trips to East Tennessee State University with the Biology Seminar students

      Expenses: Use of personal car . . . . . $ 6.50

      Total $806.00

4. Supplies:

*Paper for TC Study Guides, mailing envelopes, tape dispenser	$ 26.37
Postage to Travelling Workshops Experiment	58.74
Computer search at ETSU for Biology Seminar	10.48
Literature on bibliographic instruction and user surveys	25.34
Total	$120.93

*Paper used by other offices for LSEP and xeroxing costs for LSEP will be charged at the end of the fiscal year.

5. Typist:

The LSEP Project Librarian is sharing a student typist with the library. Currently the student's wages are charged to a library account. Later in the year, if needed, the library account will be reimbursed from the appropriate LSEP account.

APPENDICES

I. Biology Workshop: Description

II. Education 101: Handouts

III. Sociology 101: Handouts

IV. Sociology 105: Handouts

V. Sociology 212: Handouts

VI. Sociology 405: Handouts

Note: Because the bibliographic instruction at Tusculum College is primarily course-related, most of the handouts require in-class explanation.

BIOLOGY PACKAGE

The biology package covers a wide range of information sources and can be used by students in all areas of biology - botany, zoology, biochemistry, microbiology, etc. These information sources fall into three categories: sources such as reference books which are important but for which detailed instruction on use is not needed; less important sources such as bibliographies, report literature, etc., which need to be mentioned, but only briefly dealt with; and, finally, sources such as abstracts and indexes which are of central importance and difficult to use.

In the biology package students are alerted to the existence of the first two categories by means of displays of sample copies, with explanatory posters. The handbook provides a brief description of each type of source, together with lists of major sources for reference afterwards.

The third category consists of the five major biological abstracting and indexing journals where detailed instruction is needed to explain the use of these complex sources. This is provided by a variety of methods such as worked examples in the handbook, tape-slide programmes, audio-tape programmes, and instructional posters. Using a variety of methods has proved popular; this may be extended so that instruction on any one source is available in more than one form.

Practical exercises are provided for most sections, but again most of them deal with the use of abstracts and indexes. At present the exercises are included in the handbook, but they will be available separately next year.

The workshop and the handbook are divided into Sections A to G. Participants use the handbook to work through the workshop at their own pace. The Introduction and Section A should be studied first; then the sections can be undertaken in any order. The components of each section are as follows:

Section A THE BIOLOGICAL INFORMATION SYSTEM AND LITERATURE SEARCHING
Handbook summary. Tape-slide programme (which can also be viewed by the whole group at the start of the workshop). Display illustrating a 'typical' literature search.

Section B REFERENCE BOOKS
Handbook summary and lists. Practical exercises. Poster to use with display.

Section C BOOKS, BIBLIOGRAPHIES AND REVIEWS
Handbook summary and list. Posters to use with displays.

Section D PERIODICALS, ABSTRACTING AND INDEXING SERVICES
Handbook summary and list. Practical exercises (general).

Section Da BIOLOGICAL ABSTRACTS
Handbook summary. Practical exercises. Audio-tape. Explanatory poster.

Section Db INDEX MEDICUS
Handbook summary and worked examples. Practical exercises. Explanatory poster.

Section Dc CHEMICAL ABSTRACTS
Handbook summary. Practical exercises. Tape-slide programme. Explanatory poster.

Section Dd ZOOLOGICAL RECORD
Handbook summary and worked examples. Practical exercises. Explanatory poster.

Section De SCIENCE CITATION INDEX
Handbook summary and worked examples. Practical exercises. Explanatory poster.

Section E FURTHER SOURCES - REPORTS, THESES, CONFERENCES, PATENTS AND STANDARDS, RESEARCH IN PROGRESS.
Handbook summary and list. Practical exercises. Poster to use with display.

Section F LIBRARIES, TRANSLATION SERVICES, MUSEUMS, ETC.
Handbook summary and list. Posters to use with display.

Section G GUIDES TO THE LITERATURE
Handbook list. Poster to use with display.

The following sample pages from the handbook are appended:
1 Literature searching procedure from Section A.
2 List of dictionaries from Section B.
3 Worked example explaining use of *Zoological Record* from Section Dd.

Appendix II
TC 1656 P
Self Study Report

EDUCATION 101
December 1977
TC Library

BASIC REFERENCE SOURCES

Ref LB15 G6 1973 — **Good. Dictionary of Education. 1973.**

Brief definitions of terms in education. Numerous cross-references. Personal organizational names omitted.

Ref LB15 E47 — **Encyclopedia of Education. 10 vols. 1971.**

A comprehensive survey of all aspects of education, including comparative education and preparation for the various professors. Lengthy articles with selective bibliographies.
Use Index (vol. 10) first. It provides two indexing systems:

1. "Guide to Articles." Articles are listed alphabetically by their titles, with cross-references to related articles. This is recommended when browsing for ideas and for relationship of ideas. For SPECIAL EDUCATION this part of Index is recommended. Look under both "Special Education", and "Exceptional Children." This section of the Index volume will refer you, not only to the major articles (and authors) on these subjects, but also to discussions of exceptionality as it relates to specific areas of teaching, or to specific education problems.

2. "Index": Alphabetical index in which topics in capital letters indicate separate articles, and lower case letters indicate topics which are not treated separately, but as part of other articles. Use this when searching for material on a very specific topic.

Ref LB15 E48 — **Encyclopedia of Educational Research. 1969.**

Published at about 10 year intervals. This is not an encyclopedia in the usual sense, but a critical evaluation and bibliography of research in education. This 1969 Edition is the first one to provide good coverage of research on Education of the Exceptional Child. Long articles on all aspects of education summarize the findings of significant research, going back as far as the research seems pertinent. Following each essay is a bibliography that lists references to all articles, books, and other studies that were discussed. Index on yellow pages in center of the book.

Ref Z5813 C8 — **Current Index to Journals in Education (CIJE) (monthly) v. 1, 1969 - to date.**

Indexes and annotates articles in over 700 education-related periodicals. Main entries are arranged under broad subject categories by EJ numbers, e.g. EJ 144 392, EJ 144 393. Subject and author indexes cite EJ numbers which refer to articles annotated in the main entry section. Subject headings differ from those used in Education Index and in the card catalog. For help with subject headings in CIJE refer to Thesaurus of ERIC Descriptors kept on the counter near CIJE.

Ref Z5813 E23 — **Education Index. v. 1, 1929 - to date. (monthly)**

Author/subject index to over 200 education-related periodicals. Indexes some proceedings, yearbooks, and publications of the U.S.Office of Education. Author listing of citations to book reviews follows the main body of the index.

CARD CATALOG

For guidance in selecting subject headings relevant to your research, consult the LC Subject Headings books kept near the circulation desk.

Sample entry from LC Subject Headings Book

Children, Cruelty to
See Cruelty to Children

Children, Deaf

sa Deaf–Means of communication
x Deaf children
Deafness in children
Hard-of-hearing children
Hearing-impaired children
Hypoacoustic children
xx Deaf
Hearing disorders in children
Physically handicapped children

–Education
See Deaf–Education
–Family relationships

Explanation of Symbols

See—refers to correct term

sa—indicates related or more specific term

x—indicates unused terms

xx—indicates related or broader terms

ENCYCLOPEDIA of EDUCATION

INDEX

Guide to Articles

Visual Perception and Visual Learning
LEARNING DISABILITIES

See also articles
Emotional Conflict in the Pupil
Emotionally Disturbed Children
Exceptional Children, Education of: Overview
Handicapped, Education of: Working With Exceptional Children
Handicapped, Education of: School Services

Autistic child
Kanner on 3:445
reinforcement research 7:64
Autobiography (Franklin) 2:83
Autobiography of Malcolm X 5:335
Automated Educational Handbook 4:563
Automation 9:115
academic libraries 5:556
[illegible] equipment [illegible]

EXCEPTIONAL CHILDREN, EDUCATION OF

1. OVERVIEW 3:441–449
2. FEDERAL SUPPORT OF RESEARCH 3:449–453
3. TRAINING OF TEACHERS 3:453–458

Advanced Placement Program 1:106–110
Austrian *Sonderschulen* 1:433
council for 2:463
gifted child 4:141
history and development 8:346 fol.
homogeneous grouping 4:205
industrial arts programs 5:24
[illegible] 8:336–340

5 page article on

Bibliography following article on "Learning Disabilities"

[illegible] injury" have been giving way to [illegible] disabilities," a more behaviorally oriented term.

The diagnostic-remedial process. The diagnostic-remedial process for dealing with children with learning disabilities consists of five stages (Kirk 1962, Silverman 1965).

In the first stage the existence of a learning disability is determined. Disability is indicated when a significant discrepancy exists between a child's general ability and his functioning in [illegible] such as reading, writing, or arith-

New York, [illegible].
KEPHART, NEWELL C. 1960 [illegible] *room.* Columbus, Ohio, Merrill.
KIRK, SAMUEL A. 1962 *Educating Exceptional Children.* Boston, Houghton Mifflin.
KIRK, SAMUEL A. 1966 *The Diagnosis and Remediation of Psycholinguistic Disabilities.* Urbana, Ill., University of Illinois Institute for Research on Exceptional Children.
KIRK, SAMUEL A., JAMES J. MCCARTHY, AND WINIFRED J. KIRK 1968 *The Illinois Test of Psycholinguistic Abilities.* Urbana, Ill., University of Illinois Press.
[illegible] W. 1962 "Cerebral Dysfunction and Behavior [illegible]," *American Journal of Orthopsychiatry* [illegible]

EDUCATION INDEX

p. 735

SPECIAL education
Elementary and secondary learning disabilities programs in the U.S.: a survey. T. R. Scranton and M. L. Downs. bibl J Learn Dis 8:324-9 Je '75
Special education: symposium; ed. by S. C. Ashcroft. bibl il TIP 14:59-145 Ap '75

See also
Blind—Education
Children, Exceptional—Education
Children of migrant laborers—Education
Deaf—Education
Handicapped—Education
Mentally handicapped—Education
Mentally handicapped children—Education
Slow learning children—Education

Activities
Creative approach to social learning. S. A. Rosen. J Sp Educ Men Retard 12:102-8 Wint '76

Administration
Administrative problems of special education. V. L. Crabill. J Sp Educ Men Retard 12:115-17+ Wint '76
Early classroom based intervention and the role of organizational structure. M. J. Gu[illegible] Except Child 42:26-31 S '75
[illegible]rators about special [illegible] TIP

Cross references

Subdivision of Subject heading

[illegible] vital dimen[illegible]
[illegible] cooperative progr[illegible]
[illegible] for the hearing impaired.
[illegible] O. Porter. Volta R 77:416-23 O [illegible]

Teaching aids and devices
Communication without speech; development and use. Auto-Com. E. Wendt and others. Il [illegible]ch Except Child 8:28-42 Fall '75
[illegible] to enhance learning. J. Blankenbaker. Il Instructor 85:98+ Ap '76
Remediating with comic strips. P. N. Hallen[illegible] bibl J Learn Dis 9:11-15 Ja '76
Special education: symposium. Il Educ Broad Int 8:56-78 Je '75
Special educator's index of free materials; ed. by B. M. Kates. See issues of Journal for special educators of the mentally retarded
Teacher idea exchange. See issues of Teaching exceptional children

Evaluation
Developing and evaluating learning devices for children with learning disabilities: an interdisciplinary approach. R. Bartholomew and B. Meyer. bibl Peabody J Educ 53:121-4 Ja '76

Teaching methods
Basic components of instructional programs. W. Williams and others. bibl TIP 14:133-36 Ap '75
Classroom techniques; ed. by I. J. Jordan and W. D. Lance. See issues of Education and training of the mentally retarded
Helping children with spelling. K. Cadenhead and others. El Eng 52:679-80+ My '75
Instructional models for the learning disabled. J. A. Mortimey and M. I. Semmel. bibl il TIP 14:110-22 Ap '75
Team teaching for developmentally disabled children. B. X. Short. J Phys Educ & Rec [illegible] O '75
[illegible] child. L. L. Gitter. J Sp Educ [illegible]-41 Wint '74
[illegible]al and compensa[illegible]h process[illegible] and

Italics indicates subdivision of a subdivision
"Special education - Teaching aids and devices - Evaluation"

p. 737

SPECIAL education—Theories and principles—Continued
Implications of the reflectivity-impulsivity dimension for special education. M. H. Epstein and others. bibl J Sp Educ 9:11-25 Spr '75
Unified program of remedial and compensatory teaching for children with process learning disabilities. H. H. Minskoff and J. G. Minskoff. bibl J Learn Dis 9:215-22 Ap '76

Junior high schools
Getting ready for junior high school. A. R. Frank. Il Teach Except Child 7:136-8 Summ '75

Rural schools
Problems in implementing resource programs in rural schools. W. J. Harris and C. Maher. Except Child 42:26-9 O '75
Rural special education: a dilemma. H. W. Heller. TIP 14:137-42 Ap '75

Europe, Eastern
Special education in eastern Europe (cont) I. Z. Holowinsky. bibl J Sp Educ 9:435-7; 10: 107-10 Wint '75-Spr '76

Great Britain
ILEA TV in special education. F. Jackson. Il Educ Broad Int 8:63-5 Je '75
Television and radio as resources in special education. C. Mares. Il Educ Broad Int 8: 59-62 Je '75

Japan
Note on Japanese broadcast special education programmes. H. Minoura. Il Educ Broad Int 8:72-3 Je '75

Massachusetts
Engendering change in special education practices. M. Dudoff. Harvard Educ R 45: 507-36 N '75

New York (state)
One mainstreaming program that works. A. R. McNally. Teacher 93:39 D '75

North Carolina
Education's mission[illegible] ning [illegible]

Academic levels follow subject subdivisions

Geographical locations follow all other subdivisions

Subject Headings on Catalog Cards

Kit
LC3731 If you knew us better [Kit] Council for
C68 Exceptional Children, n.d.

Contents: 8 audio cassettes; Proceedings from the Conference on Cultural Diversity for Exceptional Children and Youth, Aug. 1973; May 1974 issue of Exceptional Children; album brochure.

K111

1. Minorities--Education. 2. Exceptional Children--Education. I. Council for Exceptional Children,

---

LEARNING ABILITY.

LB1029
R4
L4x La Brie, Vicki.
Learning disabilities activity guide for the elementary classroom. Kennebunk, Me. [Mercer House Press, 1974?]
ii, 49 p. 28 cm.
"Sponsored by: State of Maine, Department of Educational and Cultural Services, Title III ESEA Mini-Grant Program 1973-1974."
Bibliography: p. 39.

1. Learning ability. 2. Remedial teaching. 3. Handicapped children--Education. I. Title

TGrT TCLLdc

from THESAURUS OF ERIC DESCRIPTORS

EXCEPTIONAL CHILD EDUCATION Jul 1966
- BT Special Education
- RT Exceptional Students
  Individual Instruction
  Learning Disabilities
  Self Care Skills
  Special Classes
  Special Programs
  Special Schools
  Telephone Instruction

EXCEPTIONAL CHILDREN Jul 1966
- NT Emotionally Disturbed Children
  Handicapped Children
  Retarded Children
- BT Children
  Exceptional (Atypical)
- RT Exceptional Students
  Itinerant Teachers

EMOTIONALLY DISTURBED CHILDREN Jul 1966
- UF Emotionally Disturbed Pupils
- NT Neurotic Children
  Psychotic Children
- BT Emotionally Disturbed
  Exceptional Children
- RT School Phobia

Emotionally Disturbed Pupils
USE EMOTIONALLY DISTURBED CHILDREN

Emotionally Handicapped
USE EMOTIONALLY DISTURBED

HANDICAPPED CHILDREN Jul 1966
- NT Blind Children
  Crippled Children
  Deaf Children
  Homebound Children
  Hospitalized Children
- BT Exceptional Children
  Handicapped
- RT Handicapped Students
  Homebound
  Itinerant Teachers
  Multiply Handicapped
  Regular Class Placement
  Respite Care

HANDICAPPED STUDENTS Jul 1966
- BT Exceptional Students
  Handicapped
- RT Academically Handicapped
  Adapted Physical Education
  Handicapped Children
  Language Handicaps
  Mentally Handicapped
  Physically Handicapped

Appendix III

SOCIOLOGY 101 TC/LSEP
December 1977 2nd Quarterly Report
TC Library

SOCIETY, CULTURE AND PERSONALITY
Basic Reference Sources

DICTIONARIES

Ref HM17 E5 — **Encyclopedia of Sociology**, 1 vol. 1974

Excellent encyclopedic dictionary dealing with the language, theories, institutions, and leaders of sociology. Useful outlines of major areas simplify the sometimes complex interrelationships among the articles. "Consult" references at the end of an article are numerically keyed to a classified bibliography at the back of the volume. Except for classic works, the bibliography includes mainly recent publications especially useful to the nonprofessional in the field. Numerous illustrations, tables, graphs, etc.

Ref HM17 F3x — **Fairchild, Dictionary of Sociology.** 1966

Brief, signed definitions of terms and phrases. Seeks to bring out connotations not adequately conveyed by unabridged dictionaries.

Ref HM17 M56 I9688 — **Mitchell, A Dictionary of Sociology.** 1968.

Lengthy, signed explanations of some 300 terms whose connotations are too technical to be defined adequately by general dictionaries. Normal treatment of a term is short description or definition, followed by historical reference to its uses, and (where possible) citation of works to put the term in context. Includes articles on early sociologists.

Ref HM17 T5 — **Theodorson. A Modern Dictionary of Sociology.** 1969.

Brief definitions intended for the student and the general reader.

Ref BF31 W64 — **Wolman. Dictionary of Behavioral Science.** 1974.

Covers all areas of psychology and closely related fields, including social psychology.

ENCYCLOPEDIAS

Ref HV35 S6 — **Encyclopedia of Social Work.** 2 vols. 1971.

Successor to the Social Work Yearbook. Authoritative coverage of history, past leaders, the present environment of social work, and main lines of achievement. Closely related articles are grouped together to emphasize interrelationships. Excellent bibliographies and extensive statistical tables on demographic and welfare trends. Detailed index.

Contents : Pt. 1, Articles and biographies
Pt. 2, Statistics (52 tables)
Index.

Ref HM17 E5 — **Encyclopedia of Sociology**

(See annotation above)

Ref H41 E6 — **Encyclopaedia of the Social Sciences.** 15 vols. 1930-35.

Comprehensive survey of the social sciences as of the 1930's. Lengthy (349p.) introduction covers the nature and scope of the social sciences, the history of their development, and a country by country survey of their position. Main portion covers important concepts and advances in political science, economics, law, anthropology, sociology, penology, and social work; also the social aspects of cognate subjects. Some 4000 biographies. Selective bibliographies. Index in V15.
(Complemented, but not superseded, by the International Encyclopedia of the Social Sciences.)

INDEXES AND ABSTRACTS

Ref
Z5813
C8

Current Index to Journals in Education (CIJE) (monthly) v. 1, 1969 - to date.

Indexes and annotates articles in over 700 education-related periodicals. Main entries are arranged under broad subject categories by EJ numbers, e.g. EJ 144 392, EJ 144393 . Subject and author indexes cite EJ numbers which refer to articles annotated in the main entry section. Subject headings differ from those used in Education Index and in the card catalog. For help with subject headings in CIJE refer to Thesaurus of ERIC Descriptors kept on the counter near CIJE.

Ref
Z5813
E23

Education Index. v. 1, 1929 - to date. (monthly)

Author/subject index to over 200 education-related periodicals. Indexes some proceedings, yearbooks, and publications of the U.S. Office of Education. Author listing of citations to book reviews follows the main body of the index.

Ref
Z1223
A18

Monthly Catalog of United States Government Publications. (monthly) Library has 1965 to date.

An important index to publications of U.S. government. Main entries are arranged numerically. Author, title, subject, and series/report indexes give entry number. The "Users' Guide" near the front of each volume explains the abbreviations used and the format of main entries. Government documents may be borrowed via interlibrary loan from depository libraries.

Ref
A121
N44

New York Times Index. (semi-monthly) Library has 1944 - to date.

Indexes and briefly summarizes articles from this major U.S. newspaper. Each entry gives the date, page, and column of the newspaper where complete article can be found. Subject headings are arranged alphabetically with articles listed chronoligically under each subject. TC Study Guide 5 gives a sample entry from this Index as well as from other news digests.

Ref
Z7163
P9

PAIS (Public Affairs Information Service) Library has 1969 - to date.

A selective subject list of the latest books, pamphlets, government publications, reports of public and private agencies, and periodical articles relating to economic and social conditions, public administration and international relations.

Ref
BF1
P65

Psychological Abstracts. (monthly) Library has 1961 - to date.

Abstracts published primary documents (technical reports, journals, and monographs reporting research); cites books that are not research reports, with annotation when title is not definitive. Each abstract includes address of author, English translation of title if not English, cross-reference to relevant abstracts, number of references if more than 15. Abstracts of research literature state briefly the problem, method, subjects used and principal results and conclusions. Other abstracts give the principal topics and points of view presented. Author and brief subject index every six months. List of abbreviations in front of each issue.

A guide to using Psychological Abstracts is included in the January 1973 issue. A Thesaurus of Psychological Index Terms (kept on the table near Psychological Abstracts serves as a guide to the subject headings used.

Ref
A113
R48

Readers' Guide to Periodical Literature. (semi-monthly) v. 1, 1900 - to date.

An author/subject index to some 160 popular, predominantly non-scholarly periodicals.

Ref
Z5813
I5

Social Sciences Index. (quarterly) 1974 - to date.

Formerly Social Sciences and Humanities Index (1965-1974) and International Index (1907-1965). Author/subject index to a changing list of more than 250 periodicals in sociology, anthropology, area studies, economics, geography, history, political science, and related fields. Author listing of citations to book reviews follows the main body of the Index. Cumulates annually.

Soc. 101

ENCYCLOPEDIA of SOCIOLOGY

List of Subject Maps

Subject maps throughout the volume outline the encyclopedia's full coverage of fifteen major areas of sociological study. The subject maps provide a visual display of each area and simplify the sometimes complex interrelationships among the articles. The maps appear in the volume under the following headings:

Class and Social Stratification
Culture
Deviance
Formal and Complex Organizations
Marriage, Kinship, and the Family
Mass Communication and Public Opinion
Methodology and Statistics
Personality and Society
Political Sociology
Race and Ethnic Relations
Sex Roles
Social Theory
Sociology of Knowledge
Sociology of Religion
Urban Sociology

"Consult References" are keyed to a classified bibliography at back of volume.

Example of an Item Guide

BIOSOCIOLOGY—Item Guide

Much of man's social behavior is predetermined by his physical and biological nature, but no one knows exactly what is and is not. The article on BIOSOCIOLOGY describes some examples of behavior that clearly seem to be the result of biology.

The study of animal behavior, ETHOLOGY, provides considerable insight into the nature of a social group by allowing scientists to see what characteristics are found in nonhuman as well as human societies.

Studies of learning distinguish INSTINCT from IMPRINTING and both from CONDITIONING. Systematic experiments can analyze the effects of OVERCROWDING and other conditions leading to AGGRESSION. Field studies allow observation of TERRITORIALITY, one of the most important concepts that sociologists have borrowed from ethology. SIGNALING BEHAVIOR is of special interest to communications researchers, and ADAPTATION—how and why it takes place and what its effects are—is of interest to all social scientists.

See also the item guide HEREDITY AND ENVIRONMENT.

Consult References with article on "Biosociology"

plants, and makeup.

See also Acculturation; Behavioral Ecology; Instinct.

Consult CH Chapple, 1970; Eibl-Eibesfeldt, 1970, Mazur, 1972.

—Lauren Langman, *Loyola University of Chicago*

Keyed to bibliography

Bibliography: Section 3

3. BIOSOCIOLOGY

Ardrey, R., *The Territorial Imperative* (New York: Atheneum, 1966).

Ardrey, R., *The Social Contract* (New York: Atheneum, 1970).

Bandura, A. H., and Walters, R. H., *Adolescent Aggression* (New York: Ronald Press, 1959).

Beach, F. A., *Hormones and Behavior* (New York: Holden, 1948).

Berkowitz, L., *The Roots of Aggression* (New York: Atherton, 1969).

Bernard, L. L., *Instinct, A Study in Social Psychology* (New York: Holt, 1924).

Burton Jones, N. (ed.), *Ethological Studies of Child Behavior* (New York: Cambridge University Press, 1972).

Chapple, E., *Culture and Biological Man* (New York: Holt, 1970).

Dollard, J., *et al., Frustration and Aggression* (New Haven, Conn.: Yale University Press, 1939).

Eibl-Eibesfeldt, I., *Ethology: The Biology of Behavior* (New York: Holt, 1970).

Eysenck, H. J., *The IQ Argument: Race, Intelligence, and Education* (New York: Library Press, 1971).

Fletcher, R., *Instinct in Man* (New York: International Universities Press, 1957).

Hall, E., *The Hidden Dimension* (Garden City, N.Y.: Doubleday, 1966).

Jensen, A. R., *et al., Environment, Heredity, and Intelligence*, Harvard Reprint Series, No. 2 (Cambridge: Harvard University Press, 1969).

TC Library
December, 1977

ANNOTATIONS

I. Definition

Characterization of a written work in a clear, compact statement. Marked by condensation, sound construction, effective phrasing.

II. Types

Annotations vary according to their intended use and their content.

A. Descriptive Annotations
Describe the content of a book or article and indicate distinctive features.

B. Evaluative Annotations
Express the usefulness of a book or article for particular situations.

C. Combination of A and B

III. Form

A. Begin with the complete bibliographic entry. Include author, title, place, publisher, date.

EXAMPLE: Webb, Eugene J., et. al. Unobtrusive Measures: Nonreactive Research in the Social Sciences. Chicago: Rand McNally, 1966.

B. Include

1. (for a report of research) Statement of problem, method, evaluation, results.

2. (for works other than research reports) Subject treated, author's qualifications, point of view, scope, intended audience, special features (e.g. bibliography, tables, etc.).

C. Do not repeat the words of the title, give the same information in different phrasing, or offer information that an intelligent person could readily infer from the title itself.

D. Abbreviate or condense wording

1. Use a verb with subject omitted when subject is the book's name, thus giving a concise declarative statement.

2. Avoid beginning a sentence with "a" or "the".

3. Do not refer unnecessarily to "the author".

4. When possible, omit articles and prepositions in middle of a sentence. Commas may be used to indicate words eliminated, and other devices adapted to speed the process of condensation.

Social Sciences Index

Cross reference

Sociobiology. See Biology—Social aspects
Sociolinguistics
Anti-languages. M. A. K. Halliday. bibl Am Anth 84 S '76
Bernstein's sociology of the [illegible]
27:430-43 D '76
Linguistic [illegible]

Biological control systems
See also
Homeostasis
Biology
See also
Body size
Periodicity
Aspects of timing in child development. R. Ashton. bibl Child Develop 47:622-6 S '76
Social aspects
Biosocial anthropology; review article. V. Reynolds. bibl Man 11:428-34 S '76
Sociobiology: the new synthesis; review symposium. D. K. Eckland; A. Mazur; E. A. Tiryakian. Am J Sociol 82:692-706 N '76
Bird, Brian
Not without honour in Colchester. il Town & C 44:398-9 S '76

SOCIOLOGICAL Abstracts

Subject Index

Abstract #

Biology -ical
7610162, 7610164
Biosocial
76119458
Birth -s
76119785, 7610120, 7610129, 7610162, 7610254
Birth control
7610044, 7610135, 7610152, [illegible]
Blood

Main abstract section

76119458
Hixson, Vivian S. & J. P. Scott (Justin Morrill Coll Michigan State U, East Lansing 48823 & Bowling Green State U, OH 43403), Comments: On Van Den Berghe's Theory of Aggression, *American Sociological Review*, 1976, 41, 1, Feb, 169–170. Comment, 170-172, Reply, 172-173.

¶ Pierre van den Berghe (see SA 0312/H4761), offers a biological reconciliation of causes of aggression with social theories. By basing his argument on evolutionary hypotheses, he has weakened his thesis; replication of the evolutionary processes is impossible in the laboratory. A truly biosocial theory of aggression should include research results from all levels of biological & social organization: genetic, physiological, organismic, social, & ecological. Animal behavior research can contribute in all these areas without the speculation of behavior evolution theorizing. It is not self evident that man is the most aggressive of all the primates; testing of this hypothesis must be [illegible]rom actual qualitative & quantitative comparisons of man [illegible]imates. Dominance & territoriality are forms of [illegible]which should control, not enhance man's [illegible] highly human concept that Ls [illegible] move upward is not an [illegible]erche's reliance on [illegible]MENT ON [illegible]obert-

Supplement: Subject Index

-ist, -ical
[illegible]ogist, 77S06716, 77S06743
Social Service -s
77S06615
Social Structure -s
77S06636, 77S06714
Sociobiology
77S06686
Sociological
77S06613, 77S06669, 77S06691
Sociology
77S06598, 77S06603, 77S06610, 77S06618
77S06621, 77S06625, 77S06676
77S06698, 77S06711
Spain [illegible]

Supplement abstract

77S06686 MSS 1977 0804 Mazur, Allan Carl (Syracuse U, NY 13210), Biosociology

¶ Interest in the biological aspects of SB has been building over the last decade & has been given recent impetus by the massive publicity surrounding E. W. Wilson's book, SOCIOBIOLOGY. Perhaps his views represent a new paradigm for sociology, however work by A. C. Mazur fits easily into established traditions of sociology, particularly into the quantitative empirical experimental work that characterizes so much of social psychology. It is doubtful that sociobiology, or biosociology, will revolutionize the [illegible] behavior. Frequent claims to that effect are [illegible] because they will almost certainly be [illegible] butions of biology to sociology ha[illegible] there is little doubt that [illegible] of the sociology [illegible]

ANNUAL REVIEW of SOCIOLOGY

Soc. 101

No subject index
Use "Chapter Titles" listing in back of latest volume

CHAPTER TITLES VOLUMES 1-3

DIFFERENTIATION AN
Race and Ethnic
Age Differ
Sex D

SOCIAL PROCESSES
Convergence and Divergence in Development
Strands of Theory and Research in Collective Behavior
Physiological Sociology: Interface of Sociological and Biological Processes
Social Exchange Theory
Response to Social Crisis and Disaster
Social Organization and Social S
Symbolic Interact
In

J. W. Meyer, J. Boli-Bennett, C. Chase-Dunn 1:223-46
G. T. Marx, J. L. Wood 1:363-428
P. R. Barchas 2:299-333
R. M. Emerson 2:335-63

Volume #

2: 299-333

Page #'s

Chapter heading in Vol. 2, p. 299

PHYSIOLOGICAL SOCIOLOGY: INTERFACE OF SOCIOLOGICAL AND BIOLOGICAL PROCESSES

Patricia R. Barchas
Department of Sociology, Stanford University, Stanford, California 94305

INTRODUCTION

Concern for the relationship of social and biological proce
precedent in sociology. By the turn of the cen
earlier work were appearing in Ameri
worked from Spencer to
systems, positi
and

to specify and trace out the remarkable homeostatic systems of the body. These researches foreshadow current physiological sociology, which is the study of how the body tunes to the social structure, and how that tuning in turn acts upon the social structure itself. Leiderman & Shapiro (1964) edited a still relevant volume that reflects that inquiry.

Reference Within Chapter

Bibliography at end of Chapter

Arch.
Lagerspetz, K. 1961. Gene
causes of aggressive behavior in mice. *Scand. J. Psychol.* 2:167–73
Leiderman, P. H., Shapiro, D., eds. 1964. *Psychobiological Approaches to Social Behavior.* Stanford, Calif: Stanford Univ. Press
Leshner, A. I., Candland, D. K. 1972. Endocrine effects of grouping and dominance rank in squirrel monkeys. *Physiol.* 8:441–45
1972. Stress and distress in re- social stimuli. Labora- on sympatho- ...

SOCIETY, CULTURE AND PERSONALITY
Basic Reference Sources

DICTIONARIES

Ref
HM17
E5

Encyclopedia of Sociology, 1 vol. 1974

Excellent encyclopedic dictionary dealing with the language, theories, institutions, and leaders of sociology. Useful outlines of major areas simplify the sometimes complex interrelationships among the articles. "Consult" references at the end of an article are numerically keyed to a classified bibliography at the back of the volume. Except for classic works, the bibliography includes mainly recent publications especially useful to the nonprofessional in the field. Numerous illustrations, tables, graphs, etc.

Ref
HM17
F3x

Fairchild, Dictionary of Sociology. 1966

Brief, signed definitions of terms and phrases. Seeks to bring out connotations not adequately conveyed by unabridged dictionaries.

Ref
HM17
M56
I9686

Mitchell, A Dictionary of Sociology. 1968.

Lengthy, signed explanations of some 300 terms whose connotations are too technical to be defined adequately by general dictionaries. Normal treatment of a term is short description or definition, followed by historical reference to its uses, and (where possible) citation of works to put the term in context. Includes articles on early sociologists.

Ref
HM17
T5

Theodorson. A Modern Dictionary of Sociology. 1969.

Brief definitions intended for the student and the general reader.

Ref
BF31
W64

Wolman. Dictionary of Behavioral Science. 1974.

Covers all areas of psychology and closely related fields, including social psychology.

ENCYCLOPEDIAS

Ref
HV35
S6

Encyclopedia of Social Work. 2 vols. 1971.

Successor to the Social Work Yearbook. Authoritative coverage of history, past leaders, the present environment of social work, and main lines of achievement. Closely related articles are grouped together to emphasize interrelationships. Excellent bibliographies and extensive statistical tables on demographic and welfare trends. Detailed index.

Contents : Pt. 1, Articles and biographies
Pt. 2, Statistics (52 tables)
Index.

Ref
HM17
E5

Encyclopedia of Sociology

(See annotation above)

Ref
H41
E6

Encyclopaedia of the Social Sciences. 15 vols. 1930-35.

Comprehensive survey of the social sciences as of the 1930's. Lengthy (349p.) introduction covers the nature and scope of the social sciences, the history of their development, and a country by country survey of their position. Main portion covers important concepts and advances in political science, economics, law, anthropology, sociology, penology, and social work; also the social aspects of cognate subjects. Some 4000 biographies. Selective bibliographies. Index in V15.
(Complemented, but not superseded, by the International Encyclopedia of the Social Sciences.)

ENCYCLOPEDIAS, cont.

Ref
H40
A2
I5

International Encyclopedia of the Social Sciences. 17 vols. 1968.

Synthesizes the concepts, theories, and methods in anthropology, economics, geography, history, law, political science, psychiatry, psychology, sociology, statistics, and cognate subjects. Emphasizes the analytical and comparative aspects of a topic rather than the historical. About 600 biographical sketches. Extensive bibliographies. Detailed index in v. 17.

HANDBOOKS AND REVIEWS

Present comprehensive summaries of research with extensive bibliographies.

BF30
A56

Annual Review of Psychology. v. 1, 1950 - to date.

Bibliographic essays which review the literature in various topical areas of psychology; e.g. Social Psychology. Certain topics are covered every year; others appear every 2, 3, or 4 years and a few, irregularly. (See "Master Plan" at front of volume.) Author and subject indexes in each volume as well as 5-year cumulative indexes of chapter titles. Exceptionally useful for keeping up with recent developments in certain areas.

HM51
A1x

Annual Review of Sociology. v. 1, 1975 - to date.

Bibliographic essays which review the literature in various topical areas of sociology; e.g. Social Processes, Institutions, Urban Sociology. Cumulative author and chapter title indexes in each volume. Lacks a subject index.

HM51
F3

Handbook of Modern Sociology. 1964.

Summarizes the major research areas of sociology in the 1960's. Chapter headings include "Interpersonal Relations in the Small Group"; "Sociology of Science"; "Social Effects of Mass Communication"; "Race and Ethnic Relations". Bibliographies; Name and subject index.

HM131
H25

Handbook of Small Group Research. 1962.

Analyzes central tendencies in group process, describes deviations from these tendencies that are to be expected if certain factors are varied, and concludes with what can be done to make some groups more effective or productive than others, given these deviations. Bibliography, pp. 416-496. Subject index. Psychological Abstracts and Sociological Abstracts included.

Abstract #3 from

HM251
L496

Handbook of Social Psychology. 2nd ed. 5 vols. 1969.

Authoritative, critical surveys of the work in every field of social psychology. Extensive references. Author and subject indexes for each volume.

- v. 1 Historical Introduction; Systematic Positions
- v. 2 Research Methods
- v. 3 The individual in a social context
- v. 4 Group Psychology and Phenomena of Interaction
- v. 5 Applied Social Psychology

HM131
S59

Handbook of Socialization Theory and Research. 1969.

Presents "concepts and data concerning the acquisition of social skills from a variety of theoretical positions and contextual viewpoints. Topics include "socialization of American Minority Peoples", "Occupational Socialization". Bibliographies with each chapter. Author and subject indexes.

HQ768.8
H6

Review of Child Development Research. 2 vols. 1964. v. 3, 1973

Summarizes and interprets research. Chapters include "Family Structure, Socialization, and Personality", "Development of Intergroup Attitudes", "Juvenile Delinquency: The Sociocultural Context". Bibliographies. Author and subject indexes.

INDEXES AND ABSTRACTS

Ref
Z5813
C8

Current Index to Journals in Education (CIJE) (monthly) v. 1, 1969 - to date.

Indexes and annotates articles in over 700 education-related periodicals. Main entries are arranged under broad subject categories by EJ numbers, e.g. EJ 144 392, EJ 144393. Subject and author indexes cite EJ numbers which refer to articles annotated in the main entry section. Subject headings differ from those used in Education Index and in the card catalog. For help with subject headings in CIJE refer to Thesaurus of ERIC Descriptors kept on the counter near CIJE.

Ref
Z5813
E23

Education Index. v. 1, 1929 - to date. (monthly)

Author/subject index to over 200 education-related periodicals. Indexes some proceedings, yearbooks, and publications of the U.S. Office of Education. Author listing of citations to book reviews follows the main body of the index.

Ref
Z1223
A18

Monthly Catalog of United States Government Publications. (monthly) Library has 1965 to date.

An important index to publications of U.S. government. Main entries are arranged numerically. Author, title, subject, and series/report indexes give entry number. The "Users' Guide" near the front of each volume explains the abbreviations used and the format of main entries. Government documents may be borrowed via interlibrary loan from depository libraries.

Ref
A121
N44

New York Times Index. (semi-monthly) Library has 1944 - to date.

Indexes and briefly summarizes articles from this major U.S. newspaper. Each entry gives the date, page, and column of the newspaper where complete article can be found. Subject headings are arranged alphabetically with articles listed chronoligically under each subject. TC Study Guide 5 gives a sample entry from this Index as well as from other news digests.

Ref
Z7163
P9

PAIS (Public Affairs Information Service) Library has 1969 - to date.

A selective subject list of the latest books, pamphlets, government publications, reports of public and private agencies, and periodical articles relating to economic and social conditions, public administration and international relations.

Ref
BF1
P65

Psychological Abstracts. (monthly) Library has 1961 - to date.

Abstracts published primary documents (technical reports, journals, and monographs reporting research); cites books that are not research reports, with annotation when title is not definitive. Each abstract includes address of author, English translation of title if not English, cross-reference to relevant abstracts, number of references if more than 15. Abstracts of research literature state briefly the problem, method, subjects used and principal results and conclusions. Other abstracts give the principal topics and points of view presented. Author and brief subject index every six months. List of abbreviations in front of each issue.

A guide to using Psychological Abstracts is included in the January 1973 issue. A Thesaurus of Psychological Index Terms (kept on the table near Psychological Abstracts serves as a guide to the subject headings used.

Ref
A113
R48

Readers' Guide to Periodical Literature. (semi-monthly) v. 1, 1900 - to date.

An author/subject index to some 160 popular, predominantly non-scholarly periodicals.

Ref
Z5813
I5

Social Sciences Index. (quarterly) 1974 - to date.

Formerly Social Sciences and Humanities Index (1965-1974) and International Index (1907-1965). Author/subject index to a changing list of more than 250 periodicals in sociology, anthropology, area studies, economics, geography, history, political science, and related fields. Author listing of citations to book reviews follows the main body of the Index. Cumulates annually.

INDEXES AND ABSTRACTS, cont.

Sociological Abstracts. Library has 1973 - to date.

The major abstracting service for sociology. Abstracts, numbered consecutively, are grouped in broad categories (e.g. "Family and Socialization", "Social Problems and Social Welfare", "Community Development") with topical subdivisions. Abbreviated subject, author, periodical indexes in each issue. Published with varying frequency; now appears five times a year; the sixth issue, a cumulative index (author, subject, and periodical), is usually delayed about 9 months. Supplements to most issues include abstracts of papers presented at conferences. Pagination of the main abstracts ceases for the supplements; supplements are numbered and indexed separately. Failure to notice this may result in your using the indexes to supplements instead of indexes to the main abstracts, which precede the supplements.

CARD CATALOG

For guidance in selecting subject headings relevant to your research, consult the LC Subject Headings books kept near the circulation desk.

Sample entry from LC Subject Headings book

Children, Cruelty to
See Cruelty to Children

Children, Deaf

sa Deaf—Means of communication
x Deaf children
Deafness in children
Hard-of-hearing children
Hearing-impaired children
Hypoacoustic children
xx Deaf
Hearing disorders in children
Physically handicapped children

—Education
See Deaf—Education
—Family relationships

Explanation of Symbols

See—refers to correct term

sa—indicates related or more specific term

x—indicates unused terms

xx—indicates related or broader terms

Social Sciences Index

Child abuse
Brief overview of child abuse. D. C. Ashley. Soc Casework 58:21-4 Ja '77
Child abusers as parents and children: a review. S. Joyaraine. Soc Work 22:5-9 Ja '77
Discovery of child abuse. S. J. Pinhl. bibl Soc Prob 24:310-23 F '77
Kidnapped children in India. J. H. Shah. Int J Offend Therapy 20 no2:186-9 '76
Leaderless support groups in child protective services. L. R. Randak. Soc Work 22:150-1 Mr '77
Role of the child in abuse: a review of the literature. W. N. Friedrich and J. A. Boriskin. bibl Am J Orthopsych 46:580-90 O '76
Violence in the family. Soc Casework 58:50-1 Ja '77
Young child as victim of sibling attack. K. M. Tooley. Soc Casework 58:25-8 Ja '77
See also
Incest

PAIS

[PUBLIC AFFAIRS INFORMATION SERVICE BULLETIN] 1974

CRUELTY to children
Abused and neglected children in America: a study of alternative policies. Richard J. Gelles. tables Harvard Educ R 43:556-98 N '73

Child abuse: one tree in the forest; a review of the records of 28 children who experienced parental abuse or severe neglect indicates the complexity of the parent-child relationship, and the necessity of meeting the child's and the parents' dependency needs, rather than focusing exclusively on the abuse itself as the major concern. J. Alastair Hurlbut and others. Child Welfare 52:585-92 N '73

The growing horror of child abuse and the undeniable role of the schools in putting an end to it. David L. Martin. Am School Bd J 160:21-5 N '73

Irwin, Theodore. To combat child abuse and neglect. My '74 28p (Pam. no. 508) 35c—Public affairs com.
A new system for improving the care of neglected and abused children (Metropolitan Nashville and Davidson county, Tenn.). Marvin R. Hurt and Ralph Raiveat tables bibl Child Welfare 53:167-79 Mr '74
Support your social workers [the problem of "battered children" in Britain]. Gerald Horner. Munic & Public Services J 82:862+ D 13 '74

Virginia. Dept. of health. Child abuse. O/D '74 20p ll tables (Va. Health Bul. v. 26, ser. 2, no. 2) Free to residents of Virginia —P.O. Box 1877, Richmond, VA 23216

Legislation

United States. House. Com. on educ. and labor. Select subcom. on educ. To establish a national center on child abuse and neglect: hearings, October 1-November 12, 1973, on H.R. 6370, H.R. 10552, and H.R. [illegible] bills to provide for the establishment within the Department of health, education, and welfare of a National center on child development and abuse prevention, to provide financial assistance for a demonstration program, and for other purposes. '74 v+292p bibl table (93d Cong., 2d sess.) pa

United States. Senate. Com. on labor and public welfare. Subcom. on children and youth. Child abuse prevention and treatment act, 1974: Public law 93-247 (S. 1191), questions and answers, analysis, and text of the act. '74 viii+10p 93d Cong., 2d sess.) (Com. print)

Statistics

New York (state). Dept. of social services. Bureau of research. Trends in child abuse reporting in New York state, 1966-1972. Robert J. Geary, jr. Ap '73 31p tables charts (Statistical analysis rept. no. 511 (Pubn. no. [illegible]) free—1450 Western av. Albany, NY 12203; Attn.: Supervisor, Publication unit

[illegible] representation in management [illegible]

[illegible]States—Foreign relations—Cuba
—Cary, Richard C. Schroeder, Research Repts p 963-
—ntemporary Cas-

MONTHLY CATALOG of U.S. Government Publications

Subject Index

Child abuse, *see* Children.
Child Abuse and Neglect, National Center, *see* National Center on Child Abuse and Neglect.
Child care, *see* Children-Day care of children.
Child development, *see* Children.
Child health, *see* Children.
Child welfare, *see* Children.
Children:
abuse and neglect programs through grants to be developed by States—hearings, 06291
adoption in D.C., improve system—law, 06195
America's educationally neglected, progress report on compensatory education, annual report to President and Congress, 04199
blood pressure levels of children 6-8 years 06931
books, 1973 list, 10167
caring for children series, 07299-302
caring for children—conditions for learning, 07301
from 1 to we, 07100
individual child, 02889
language is for communication, 07302
setting for growth, 07299
cerebral palsy, mental retardation and other neurological and sensory disorders, evaluative study, bibliography, 06961
Child abuse prevention and treatment act—question and answers, analysis and text 09229
report, 06240
child abuse, demonstration program prevention, identification and treatment provide, hearings, print additional copies report, 09767, 10725
child care arrangements of AFDC recipients under Work incentive program, 01717
disabled dependent care, more 04109
07304

catalog entry #

[Main section of catalog]

SEPTEMBER 1974

09228 Case studies of Emergency employment act in operation, prepared for Subcommittee on Employment, Poverty, and Migratory Labor; Sept. 1973. vii+1410 p. ll. (Committee print, 93d Congress, 1st session.) +
L.C. card 73-602709S
Y 4.L 11/2 L 1n 3/

09229 Child abuse prevention and treatment act, 1974, Public law 93-247 (S. 1191), questions and answers, analysis, and text of act, prepared for Subcommittee on Children and Youth; Apr. 1974. 1974. viii+10 p. (Committee print, 93d Congress, 2d session.) +
L.C. card 74-602438
Y 4.L 11/2: C 43/7/97-

09230 Drug abuse education amendments, 1974, hearings before Subcommittee on Alcoholism and Narcotics, 93d Congress, 2d session on H. 2818 and H.R. 9456, Feb. 7 and 8, 1974. 1974. vi+403 p. ll. + ● Item 1013
L.C. card 74-601806
Y 4.L 11/2: D 84/4/97-

SOCIOLOGICAL ABSTRACTS

Did not have time to use in class

Cumulative Subject Index
1976

April 1976 issue

76H7861–H7865

...) role of chieftain in Botswana; 7611861
...ity differences between rural & urban children; 7610176
...ion, fathers' presence; 4th grade black students; 76H9995
...'s perceptions, parents, family ... status; questionnaire
...; 7612585
...s of race in children's ... concepts; 7611...
...ion of illness in children & mothers; 7611b...
...ies on commune children; 7612451
... target child; 7612...
... education for immigrant children in Sweden; 7612315
... as a social problem; 7611762
... & marital satisfaction; 7611795
...ity, ethnicity & SS, women in India; 76H2617
... practices in Evangelical America; 7611316
... images, spatial imagery; rural & urban; France; 7612541
... influence on parents' status; 7611000
...ity as cultural indicator; 7611...
... reflective intelligence ...
... & adolescents in ... cognitive tasks; ... 0175
... children in British society, ...
... reations of children's outdoor games; 7611736
... methodology of studying deviant children ... ria; 7610171
... complexity & moral reforms ... ...er-Koenig scale of ... judgment, lower & ...
... of life & growth values of business; 76...
... parents & their children; 7611...
... & unplanned ... children to ... 37
... fulfillment, married women ...
... working child ...
... ability in all genders ... success; 7612338
... effects on children's ... ment;
... differences in psychopathology ... in ... dance clinics;

76H7862
Gil, David G. (Brandeis U, Waltham MA 02154), A Holistic Perspective on Child Abuse and Its Prevention, *Journal of Sociology and Social Welfare*, 1974, 2, 2, Win, 110–125. ¶ Existing obstacles to insights into the dynamics of social problems such as child abuse are examined. A comprehensive, value-based, conceptualization according to which child abuse involves actions, inactions, &/or conditions which obstruct the realization of children's inherent potential, irrespective of the source of the obstruction are developed. Child abuse is viewed as inflicted deficits between circumstances needed for optimum development of children & their actual circumstances of living, irrespective of the agents inflicting these deficits. The value premise underlying this conceptualization is that all children, everywhere, in spite of individual differences & uniqueness, are

Supplement No. 68

author index

Martinson, LeRoy, 77S06541
McCranie, Edward W., 77S06537
McDonald, Gerald W., 77S06584
McGee, Marsha G., 77S06538
McGinn, Jeffrey, 77S06539
McSeveney, Dennis R., 77S06506
Mercy, James, 77S06545
Michaels, James W., 77S06542
Miller, David B., 77S06587
Miller, Michael H., 77S06543

77S06539
SSS
1977
1129

McGinn, Jeffrey & Michael Betz (U Tennessee, Knoxville 37916), Accounting for Accountability: A Theoretic Discussion

¶ The concept of accountability & its usage in the literature of 5 disciplines is examined. Most of this literature identifies the presence of a basic public distrust which threatens to change the nature of client-professional roles. The public has increasingly required more formal, objective, & ongoing evaluation of outputs by service professionals. In order to foster research toward understanding the new accountability, a framework based in exchange theory is offered. The contention is that the new accountability is a product of the continuing rationalization of superior-subordinate exchange relations, ie, the professionalization of service occupations & the bureaucratization of their delivery systems has resulted in the demise of the service ethic & a change in the "norms of fairness" & mutuality of gratification between members of the helping professions & their clients. Although the professionals' license & mandate from the state have given them power to coerce clients to conform to professional expectations, their authority to do so is increasingly being called into question. The clients' rising expectations & the professionals' continual lack of responsiveness insure tensions & conflict.

Did not have time to use in class

NEW YORK TIMES INDEX

Ref
AI21
N44

Subject headings in the New York Times Index are arranged alphabetically. Individual articles are grouped chronologically under each subject.

...move, Crane appts Solomon Bros to act as dealer mgr in proposed offer; Crane chmn Thomas M Evans comments (M), Ag 3,IV,12:5; dirs reject Crane Co proposed $160-million tender offer (S), Ag 11,IV,7:5

CHEMICAL & Pollution Sciences Inc. See also Water Pollution – Sewage, Ag 5

CHEMICAL New York Corp. See also Stocks (Genl) – US, Ag 1

CHEMISTRY and Chemicals. See also Biology and Biochemistry. Drugs. Chem and product names

Pipeline rupture at chem tank plant of Gen Amer Tank Corp, Houston, ignites fires and explosions in 3 petroleum storage tanks along Houston Ship Channel; plant mgr C C Putnam puts damage at $3-million (S), Ag 7,25:6

CHESSIE System Inc

Article on pessimistic outlook for rr indus in 2d-half of '77 notes Chessie had record earnings of $49.4-million for 2d qr of yr, but expects to feel impact of labor unrest in coal indus; vp John T Ford comments (S), Ag 8,37:1

CHEVROLET Division of General Motors Corp. See also Autos – US, Ag 3. Trucks – US, Ag 10

CHIANG Ching (Mrs Mao Tse-tung). See also China, People's Republic of – Pol, Ag 12

CHICAGO Board Options Exchange. Use Options Exchange, Chicago Board

CHICKENS. Use Poultry

CHIEFFO, Henry A (Alleged Arsonist). See also Fires – NJ, Ag 12

CHILD Custody. See also Adoptions

NYS Gov Carey signs child-custody bill aimed at discouraging parent who loses custody case in NYS from seizing child in effort to gain custody elsewhere; other states have adopted act, known as Uniform Child Custody Jurisdiction Act (S), Ag 5,22:1

CHILD Guidance Clinic, Philadelphia. See also Mental Deficiency, Ag 8

CHILDBIRTH. Use Births

CHILDREN and Youth. See also
Abortion
Ad (Genl) – US, Ag 15
Adoptions
Art
Athletics – US – Interscholastic, Ag 5
Auto Ins – NJ, Ag 2
Birth Control
Birth Defects
Blacks
Books – Children
Camps
Child Custody
Cholera, Ag 7
Cults
Comic Books
Crime – NYC, Ag 2
Crime – NYS, Ag 7,11
Diapers
Drugs, Ag 13
Educ
Families
Fires – NYC, Ag 10
Food – Vietnam, Ag 14
Hostages, Ag 2,3,12
Labor – US – Youth, Employment of
Liberty Center (Ohio), Ag 15
Lincoln Hospital (NYC), Ag 5
Manpower – US, Ag 2,11
Mental Deficiency
Middle East, Ag 14
Welfare Fraud – Israeli-Arab Conflict, Ag 4

Article on Bergen County (NJ) Residential Center, Rockleigh, NJ's 1st county-run treatment center for troubled children; center to admit its 1st group of girls; Freeholder Joan Lesemann and center dir Ron Rutkowski comment; illus (M), Ag 7,X1,8:5, article on growing trend of placing problem children in insts outside their home states and concern ... location causes among child-interest orgns and welfare officials; some 20,000 children involved; insts are seldom monitored by states responsible for their care; treatment of children are harsh and sometimes ... ed of Jarmille Batiste of New Orl... ...stals to send her 5-yr-old ... out-of-... emotionally disturbe... ...what sh... ...g a yr but did not see ... again for 3 yrs ... ...er got boy out of a Tex inst... ...result of lawsuit ... returned boy, La prepares for return of nearly all 500 or more children it has in out-of-state insts; NY Civil Liberties Union files suit to stop out-of-state placements (M), Ag 14,1:6

Mrs Marian Wright Edelman article on problems of child-care and orphans in Vietnam, seen 1st hand during visit; UNICEF aid noted (M), Ag 14,IV,12:2

Abandoned Children

17-yr-old Lake Carmel, NY, girl, who reptdly gave birth to girl in woods near Milton, NY, and then left child there, charged with abandonment and endangering infant; child hospitalized (S), Ag 8,27:6

Child Abuse. See also subhead Med, F 8, Adoptions, Mr 19, Children (above), Mr 12,31 Ap 6,20, My 10, Je 13, Jl 22,23,29, O 15 (for alleged abuse of children in insts). Murders – NJ, Fasching, Maria, Ag 9. Murders – NJ, Singleton, Troy, D 2

Nannie Feigelson Chase article on child abuse in US; notes '75 increase in cases reptd by Mass Dept of Soc services mirrors nat'l situation; comments on child abuse as having psychological as well as econ and societal roots; see climate of US seen as powerful factor in incidence of abuse; US acceptance of corporal punishment in homes, schools and custodial insts seen as underlying factor; absence of abuse noted in primitive tribe of New Guinea whose value system is making things grow, while abuse exists in violent neighboring tribe; 1 of every 100 children in US reptdly victimized; suggestions offered for decreasing abuse; drawing (M), Ja 3,21:2; Dr Vincent J Fontana, chmn of Mayor's Task Force on Child Abuse and Neglect, in ltr to NYC Mayor Beame, says planned removal of 100 caseworkers from Div of Special Services for Children will leave div without adequate manpower to probe child abuse complaints, leading to 'more unnecessary deaths of abused and neglected children'; Gary Kelnick, exec assistant to Human Resources Admr James R Dumpson, says Fontana's statements are speculative; says Dumpson has made no final decision on changes in div; Asst Comr Carol J Parry, dir of Special Services for Children, says she has received 'no indication' that any of removed caseworkers will be replaced (M), Ja 13,30:1; NYC Human Resources Adm modifies layoff plan that would have removed a fifth of its child-protection force, and instead will leave force with about same number of caseworkers that it had before (S), Ja 15,40:5

Article on case of 3 teen-aged girls who fled from home in '75 and told police that from time they were very young their father forced them to have incestuous relationships with him; father was arrested, later freed and returned to family after grand jury refused to believe girl's story; child-abuse authorities cite case as a not uncommon example of failure of system to end situation 'that has defied resolution'; children say they love their parents and do not want to be placed in foster care; nature of abuse leaves

Sub-topics are indented under main topics.

articles summarized in chronological order; date, page, column is given for each

...s references directing ... to dates under other ...ject headings

Back issues of the New York Times are available on Microfilm.

Appendix V
TC/LSEP
2nd Quarterly Report
TC Library
December, 1977
Doc. 212

BOOK REVIEWS

A good book review presents a succinct statement of the reviewers critical evaluation of a book. Reviews should be concise, unbiased, and interesting; but may vary in length and style depending on the intended audience.

I. How to read a book for review

Evaluation of a book requires thoughtful examination and reading.

A. Examine

1. Title page.
Note title, subtitle, author's credentials (often indicated by list of degrees, positions, titles of earlier works, qtc.), and publisher.

2. Verso the title page.
Note copyright dates (earliest, most recent).

3. Preface, notes about the author, table of contents.

B. Scan the introduction, chapter headings and sub-headings, and summary chapter.

C. Read the book thoughtfully.

1. Adapt your speed of reading to the type of book.

a. Review of a popular treatment of non-fiction may combine careful reading of some portions with judicious skimming of other portions.

b. Analysis and appraisal of a scholarly treatment of non-fiction requires slow-paced, critical attentiveness.

2. Read with pencil and paper available. Note portions you may wish to re-read or quote.

3. Note author's purpose, point of view, style, use of sources, accuracy or distortion of facts.

4. Be open-minded; allow a different point of view from your own.

[Often helpful to summarize work in your own words on paper immediately after you have surveyed it.]

II., Points to consider in reviewing non-fiction*

SUBJECT MATTER

What is subject or theme?
What is scope? Complete? Partial? History of the subject, or discussion of certain aspects or conditions?
Additional subjects covered?
Is the book brief? Exhaustive? Selective? Balanced?
Is the treatment concrete? Abstract?
Is it popular? Scholarly? Technical? Semitechnical?
Is it for general readers? Students? Specialists?
Date (usually important in relation to subject matter).

AUTHORITY

What are the author's qualifications? What is his education? Experience? Special preparation for writing this book?
Has he used source material? If secondary material, is it reliable?
Is his work based on personal observation or research?
Is it accurate? Inexact?
Does he understand throughly the period, facts, or theories with which he deals?
What is the author's point of view? Partisan? Fair-minded? Conservative? Radical?

QUALITIES

Does the work show any degree of creative power?
Is the form appropriate to the thought?
Has it originality of conception? Of expression?
Has it a clear, graphic style? Readability? Charm? Profundity? Imaginative power?
Has it vitality? Interest? Is it likely to endure as a permanent contribution to literature?

PHYSICAL CHARACTERISTICS

Is there an adequate index?
Are there illustrations? Maps? Charts or graphs? Bibliographies? Appendixes? Any other reference features?
Has the book clear type? Good paper?

VALUES FOR READER

Information?
Contribution to culture?
Stimulation of interests?
Recreation or entertainment?
What reading relationships does it offer?
To what types of readers does it appeal?

*Helen E. Haines, Living With Books: The Art of Book Selection, 2d ed. (New York: Columbia University Press, 1950), pp. 53-54.

III. Format for a written review

A. Begin with complete bibliographic information - author, title, edition, place of publication, publisher, date.

EXAMPLE: Haines, Helen E. Living With Books: The Art of Book Selection. 2d ed. New York: Columbia University Press, 1950.

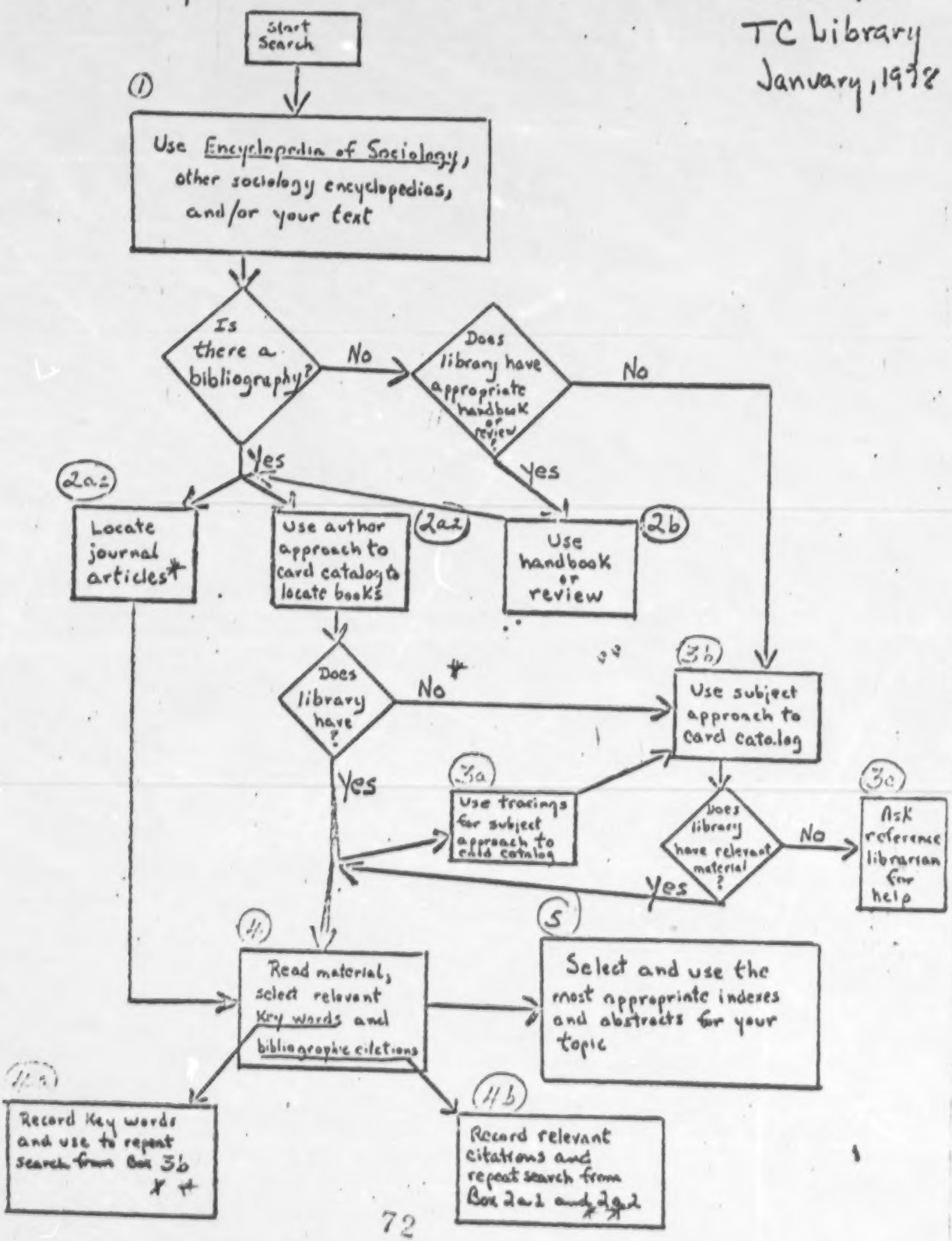
B. Describe the book's contents and author's credentials. About three-fourths of the review should be devoted to a description of what the book is about. A brief statement of the author's credentials should be included early in the review.

C. Indicate the most significant strengths and weaknesses and any special features; e.g., index, references, tables, glossary.

D. Include a one-sentence description of the intended audience or reading level.

FLOW CHART: [1] SYSTEMATIC LITERATURE SEARCH

Soc. 4.05
TC Library
January, 1978



* You may request via Interlibrary Loan materials not owned by our library.

** When you if systematic search is well under way, you may notice that the bulk of references traced are those that you already have. You must decide for yourself when your searching is not adding enough to justify carrying on. In the process of your search, you will notice certain authors or actual works being referred to frequently. These are, presumably, the key works that you should check first.

[1] Adapted from Tom Kirk's Flow Chart. See Kirk, Thomas G. "Problems in Library Instruction in Four-Year Colleges." in Educating the Library User. Edited by John Lubans, Jr. Bowker, 1974. p. 93.

ENCYCLOPEDIA OF SOCIOLOGY

Article on "social change"

SOCIAL CHANGE may be provisionally defined as any significant alteration in the structure of society. To obtain intellectual leverage upon this difficult problem, however, it is necessary to understand that social structure has two primary components: *cultural*, or normative, and *social*, or relational.

Historically, an arbi... was slow... ...ge or the ..., and thus results in ...cultural change discussed in this ...

See also Culture; Evolutionary Change (Versus Revolutionary Change); Group Dynamics; Modernization, Social; Social Structure.

Consult (24) Allen, 1971; Barnett, 1953; Childe, 1951; Ponsioen, 1962.

—Floyd Dotson, *University of Connecticut*

SOCIAL CHAR...

"Consult References" are keyed to a classified bibliography at back of volume.

"Item Guides" explain the relationship between articles relevant to the same topic.

SOCIAL CHANGE—Item Guide

How SOCIAL CHANGE comes about in a society can be explained from a variety of theoretical perspectives, each with its own special applicability as well as its own weakness. These include CONFLICT THEORY, EVOLUTIONARY CHANGE (see also FUNCTIONALISM) and IDEOLOGY.

The conflict theory perspective is exemplified by REVOLUTION, REACTIONARY MOVEMENT, and SOCIAL CONFLICT.

Evolutionary change comes about through RISING EXPECTATIONS and SOCIAL MOBILITY, among other causes. Such change is typified by reform rather than revolution. AGRARIAN REFORM is an example. See also the articles CULTURAL CHANGE and CULTURAL EVOLUTION.

An important source of change is modernization, see MODERNIZATION, POLITICAL, and MODERNIZATION, SOCIAL.

See also the item guide MILIT... SOCIOLOGY for topics on wide...

INTERNATIONAL ENCYCLOPEDIA OF THE SOCIAL SCIENCES

10 page article on "Social Change" with extensive cross references and bibliographic citations.

SOCIAL CHANGE

Social change is such a prevalent and often disturbing feature of contemporary life that both the specialist and the layman may be tempted to suppose that it is peculiarly modern. Certainly the extent and rate of change in the modern world are greater than in most past... qualities...

...e of the few viable alternatives to functionalism that have been offered is the "conflict model" of society (Dahrendorf 1957). However, this does not appear to be a comprehensive construction, but only a change of emphasis to discordant elements and interests as a counterpoise to models that stress social integration. Moreover, the tension-management model, as described above, already identifies structural tension points as probable sites of change.

Problems of detection and measurement

Change takes place in *time*, and time for observation is limited, especially for the single investigator. One method that has been devised for coping with this problem is the "panel study" [*see* PANEL STUDIES]. This is a method that attempts, over relatively brief periods, to record changes in individ... attitude and behavior with...

...MOORE

[*Directly related are the entries* CREATIVITY, *article on* SOCIAL ASPECTS; CULTURE, *article on* CULTURE CHANGE; EVOLUTION, *articles on* CULTURAL EVOLUTION *and* SOCIAL EVOLUTION; FUNCTIONAL ANALYSIS; INDUSTRIALIZATION; MODERNIZATION; REVOLUTION; SYSTEMS ANALYSIS, *article on* SOCIAL SYSTEMS. *Other relevant material may be found in* AUTOMATION; CITY; CONFLICT; COOPERATION; ECONOMY AND SOCIETY; FASHION; FERTILITY; FOOD, *article on* WORLD PROBLEMS; INNOVATION; MORTALITY; PLANNING, ECONOMIC; PLANNING, SOCIAL; POPULATION, *articles on* POPULATION THEORIES *and* POPULATION GROWTH; PREDICTION AND FORECASTING, ECONOMIC; SCIENCE, *article on* THE SOCIOLOGY OF SCIENCE; TRANSPORTATION; *and in the biographies of* DARWIN; DURKHEIM; LE PLAY; MARX; MORGAN, LEWIS HENRY; OGBURN; SOROKIN; SPENCER; SUMNER; WEBER, MAX.]

BIBLIOGRAPHY

ANGELL, DAVID F. et al. 1950 The Functional Prerequisites of a Society. *Ethics* 60:100–111.

DAHRENDORF, RALF (1957) 1959 *Class and Class Conflict in Industrial Society.* Rev. & enl. ed. Stanford Univ. Press. → First published as *Soziale Klassen und Klassenkonflikt in der industriellen Gesellschaft.*

INTERNATIONAL Encyclopedia of the Social Sciences

PANEL STUDIES

The essentials of panel analysis were first developed at Columbia University under the aegis of Paul F. Lazarsfeld. The first major panel study carried out under the techniques pioneered by Lazarsfeld was a study of voter decision making during the 1940 presidential election campaign (Lazarsfeld et al. 1944). Since then there have been numerous panel studies in a variety of sociological, political, and economic areas. Panel studies have been made of other elections in the United States and other countries, of the socialization of medical students to professional norms, and of social climates in high schools.

The idea behind panel analysis is deceptively simple. Instead of comparing *aggregates* over time, panel analysis compares repeated observations of individuals. Insofar as the study of social change is directed to net changes in a social aggregate, the measurement of such net changes is often assumed to be indicative of social stability. But constancy in the aggregate may obscure considerable compensatory change among individuals. For example, the distribution of income in a society may show no change over a ten-year period, but various forms of economic mobility may be at work. Panel analysis gives rise to the study of dynamics of social change that tends to be neglected in studies of aggregate trends.

In conclusion, it should be stated that much of the potential value of panel analysis for sociological inquiry remains untapped. The analysis of mutual effects has been directed almost entirely at two-variable interactions. The burgeoning literature on causal analysis in recent years attests to the readiness of the field to move beyond this. Moreover, panel methodology has developed around change of individuals, principally opinion change. Problems in which the unit of analysis is not the isolated individual, but individuals interlocked sociometrically or in a formal organization, have rarely been the subject of panel research.

BERNARD LEVENSON

[See also COUNTED DATA; DIFFUSION, *article on* INTERPERSONAL INFLUENCE; ERRORS, *article on* NONSAMPLING ERRORS; REASON ANALYSIS; STATISTICS, DESCRIPTIVE, *article on* ASSOCIATION; SURVEY ANALYSIS; *and the biography of* RICE.]

BIBLIOGRAPHY

ANDERSON, T. W. 1954 Probability Models for Analyzing Time Changes in Attitudes. Pages 17–66 in Paul F. Lazarsfeld (editor), *Mathematical Thinking in the Social Sciences*. Glencoe, Ill.: Free Press.

BERELSON, BERNARD; LAZARSFELD, PAUL F.; and MCPHEE, WILLIAM N. 1954 *Voting*. [illegible] Press.

8 page article on "Panel Studies"

Cross References

Bibliography

[illegible] experiments. Morris (editor), [illegible]. Madison: Univ. of

1964 *Attitude Change and Social* [illegible]. New York and London: Basic Books.

COLEMAN, JAMES S. 1964*a* *Introduction to Mathematical Sociology*. New York: Free Press. → See especially pages 132–188, "Relations Between Attributes: Over-time Data."

COLEMAN, JAMES S. 1964*b* *Models of Change and Response Uncertainty*. Englewood Cliffs, N.J.: Prentice-Hall.

GLOCK, CHARLES Y. (1951) 1955 Some Applications of the Panel Method to the Study of Change. Pages 242–250 in Paul F. Lazarsfeld and Morris Rosenberg (editors), *The Language of Social Research: A Reader in the Methodology of Social Research*. Glencoe, Ill.: Free Press.

GLOCK, CHARLES Y. 1952 Participation Bias and Re-interview Effect in Panel Studies. Ph.D. dissertation, Columbia Univ.

GOODMAN, LEO A. 1962 Statistical Methods for Analyzing Processes of Change. *American Journal of Sociology* 68:57–78.

GOODMAN, LEO A. 1965 On the Statistical Analysis of Mobility Tables. *American Journal of Sociology* 70: 564–585.

HOVLAND, CARL I. 1959 Reconciling Conflicting Results Derived From Experimental and Survey Studies of Attitude Change. *American Psychologist* 14:8–17.

KATONA, GEORGE 1958 Attitude Change: Instability Response and Acquisition of Experience. *Psychological Monographs* 72, no. 10.

KENDALL, PATRICIA L. 1954 *Conflict and Mood: Factors Affecting Stability of Response*. Glencoe, Ill.: Free Press.

LAZARSFELD, PAUL F.; BERELSON, BERNARD; and GAUDET, HAZEL (1944) 1960 *The People's Choice: How the Voter Makes Up His Mind in a Presidential Campaign*. 2d ed. New York: Columbia Univ. Press.

LAZARSFELD, PAUL F.; and FISKE, MARJORIE 1938 The "Panel" as a New Tool for Measuring Opinion. *Public Opinion Quarterly* 2:596–612.

LIPSET, SEYMOUR M. et al. (1954) 1959 The Psychology of Voting: An Analysis of Political Behavior. Volume 2, pages 1124–1175 in Gardner Lindzey (editor), *Handbook of Social Psychology*. Cambridge, Mass.: Addison-Wesley.

MCDILL, EDWARD L.; and COLEMAN, JAMES S. 1963 [illegible] School Social Status, College Plans, and Academic Achievement: A Panel Analysis. *American Sociological Review* 28:905–918.

NEWCOMB, THEODORE M. (1943) 1957 *Personality and Social Change: Attitude Formation in a Student Community*. New York: Dryden.

PELZ, DONALD C.; and ANDREWS, F. M. 1964 Detecting Causal Priorities in Panel Study Data. *American Sociological Review* 29:836–848.

PERRELLA, VERA C.; and WALDMAN, [illegible]. *Out-of-school Youth*. [illegible] Labor [illegible]

3

H61
.L346 Lazarsfeld, Paul Felix, *ed.*
The language of social research; a reader in the methodology of social research, edited by Paul F. Lazarsfeld and Morris Rosenberg. Glencoe, Ill., Free Press [1955]
500 p. illus. 25 cm.

51001

"Tracing" used for subject approach to card catalog

1. Social sciences—Methodology. 2. Rosenberg, Morris, joint ed. II. Title.

H61.L346 *301.01 301.8 55—7342 ‡
Library of Congress [61j15]

SOCIAL SCIENCES--METHODOLOGY +BLC

HN29
L8 Lundberg, George Andrew.
1942 Social research, a study in methods of gathering data, by George A. Lundberg ... New York, London [etc.] Longmans, Green and co., [1942.]

22562 xx p., 1 l., 426 p. incl. illus. (maps) tables, diagrs. fold. form. 22 cm.

"Second edition."
"Suggestions for further study" at end of each chapter. "Bibliography of bibliographies": p. 415–416.

1. Social surveys. 2. Social sciences—Methodology. I. Title.

42—36010
Library of Congress HN29.L8 1942
[48d12] S 301.8

4

242 THE ANALYSIS OF -

long can a panel be retained? On what -
used safely, and on what -
collected in -

6. SOME APPLICATIONS OF THE PANEL METHOD TO THE STUDY OF CHANGE

by Charles Y. Glock

IN RECENT YEARS, social scientists at our universities and research peop associated with both public and private organizations have given increas ing attention to the use of the panel method of repeated interviewing i carrying on their research. Briefly, the panel method involves recruiting a sample of individuals representing the universe to be studied and intervie ing these people at two or more different points in time on the problem under consideration. The method has been most frequently employed t study trends in consumer brand preferences, listening and reading habit and in some cases, to collect data on opinions and attitudes. Considerab less attention has been given to the applications of the technique to th study of short-term changes in attitude and behavior patter panel studies are particularly suited.

The follo

From Lazarsfeld's book
The Language of Social Research.

Chpt. 6 - written by Glock

bibliographies for all chapters
are at back of book arranged
numerically by chapter number.

Headings at top of each page facilitate location of bibliographic citations.

576 NOTES TO PAGES 233 TO 248

6. SOME APPLICATIONS OF THE PANEL METHOD TO THE STUDY OF CHANGE
by Charles Y. Glock

...deavor of ...ness of analy- ... and Cornell Universities, as well as International Public Opinion Research, Elmo Roper, and General Motors.

10. This table is taken from a manuscript prepared by Norman Kaplan of Cornell University.

11. Refinements of the techniques reported here are underway and will be reported on elsewhere in the near future.

12. The example reported on here is taken from Samuel Stouffer *et al*, *The American Soldier*, Vol. I, p. 265, Chart XI.

13. Conformity scores were based on the answers to the following questions:
(a) How much of your training or duty time is used in doing things that do not seem important to you? Conforming response: "None of it."
(b) In gener- -

from Lundberg. Social Research ...

FIELD WORK 371

interviewing, namely, the group interview and the repeated interviewing of a "panel" should be mentioned in passing.

F. THE "PANEL"

The labor and expense involved in large scale interviewing, and especially in the selection of a new sample for each inquiry, has resulted in the so-called panel technique. This method consists of carefully selecting a representative sample of population and securing their cooperation for repeated interviews, as a sort of permanent body of informants. The technique is especially useful when a great wealth of detailed material is sought with special reference to changes over a period of time. Thus, a nation-wide sociological study called Mass Observation was begun in England in 1937.[19] Only the briefest summary of the procedure is possible here:

On February 12, 1937, thirty people who did not know each other, who were in widely-scattered areas, and who were of widely-ranged ages and income levels, wrote down everything that occurred to them on that day in as great detail as they could muster. At about the same time, six observers went to a Lancashire cotton

[19] See *First Year's Work*, by Mass Observation, edited by Charles Madge and Tom Harrison, with an essay on "A Nationwide Intelligence Service," by Bronislaw Malinowski (Univ. of London, Lindsay-Drummond, London, March, 1938).

Footnotes at bottom of each page

Abstracts

Pan-Africa -n, -ism
historical movement of Pan-Africanism; 75H1446
Panama
comparison of adolescent experiences in Panama & the US; 75H4295
Panel
analysis of panel data in presidential campaign voting; 75H2467
panel studies to assess social change; 75H5688
predictive power of specific independent variables; 75H2465
Papua, New Guinea
educated women in Papua-New Guinea; 75H6699
racial classification of the Papuans; 75H2147
seriousness of criminal offences in Papua New Guinea; 75H7[illegible]
Paradigm -s
categorical & dia[illegible]

METHODOLOGY & RESEARCH TECHNOLOGY

Sociological Abstracts
Dec. 1975

Sociological Abstracts = Aug. 1975

75H2465

[illegible], Sharlo (Kansas State U, Manhattan 66502), Magnitude Relationships Between Attitudinal Variables Using Panel Analyses, *The Public Opinion Quarterly*, 1974, 38, 1, Spr, 90–97.

[illegible] responses can be attributed to a series of variables [illegible] not functionally related to the content of the [illegible] the effects of such random responses on the testing of [illegible] hypotheses are investigated. R's were separated [illegible] groups (on the basis of an item for which all change was [illegible] stayers, who did not change over time; & movers, who [illegible] randomly. To determine the degree to which relationships between variables at any single point in time could be [illegible] by identifying & removing the 'movers', identical [illegible] were carried out for each group separately. After [illegible] movers & stayers, the corrections between responses to 2 [illegible] of political efficacy were examined for all 3 waves [illegible] study. Considerable variability was found in the [illegible] correlations, but correlations were consistently higher for the [illegible]. The greatest constraint between the 2 items was shown [illegible] those who stayed over all 3 waves (the most stable group). [illegible], the relationship between the 2 measures of efficacy was considerably strengthened by removing the movers. The index of political saliency was found to be the most predictive variable for both mover groups & the whole sample; the age of 1st party identification was most closely related to voting punctuality for all 3 stayer groups. The mover-stayer distinction is pertinent in inferring the predictive power of specific independent variables. 2 Tables. H. Dorian

75H2466

[illegible]arevsky, Gunter (Zentralinstitut fur Philosophie der Deutschen Akademie der Wissenschaften, Berlin), METHODOLOGISCHE PROBLEME ERKENNTNIS SOZIALER GESETZE (Methodological Problems of Understanding [illegible] Laws), *Deutsche Zeitschrift fur Philosophie* [illegible]. Ger)

[illegible] Any methodological concern [illegible] what are Marx's view[illegible]
This resource [illegible]
sub[illegible]

75H5687

Lewis-Beck, Michael S. (U Michigan, Ann Arbor [illegible]), Determining the Importance of an Independent Variable: A Path Analytic Solution, *Social Science Research*, 1974, 3, 2, Jun, 95–107.

¶ The relations among dependent & independent variables can be suggested by a system of linear equations representing each dependent variable as a combination of all other variables. A system of equations can then be analyzed to determine how much of the variation in a given variable derives from another variable directly, how much indirectly, & how much from other factors. These effects generally derive from correlations between various variables, which may or may not be causally based in some obvious way. For example, in a model of innovation in Third World political systems, decentralization has a considerable direct effect in increasing innovation; resources have important direct effect in heightening innovation, as well as indirect effects of heightening innovation by improving cooperation & increasing rewards gained by innovators. This method makes it possible to determine the most significant factors controlling a variable, so long as unconsidered variables are of low significance; results are more accurate than are those derived from simple direct correlations, or regressions. 3 Figures. W. H. Stoddard

75H5688

Petersson, Olof (U Goteborg, Sweden), Change and Unreliability, *Quality & Quantity*, 1974, 8, 3, Sep, 247–266.

¶ Panel studies have been useful as sources of data from which to assess social change. 2 extreme models can be used to describe such processes: one which explains all variation as due to error, another which relies on Markov-chain models. It can be shown that a model assuming all apparent change in response frequencies derived from error factors can give the illusion of significant social change. It can be assumed that if both true change & error affect data, it may be equally difficult to make sure that apparent trends do not result from error, entirely or in part, though the models needed to prove this would be considerably more complex. 9 Tables, 5 Figures. W. H. Stoddard

SOCIETY, CULTURE AND PERSONALITY
Basic Reference Sources

DICTIONARIES

Ref
HM17
E5

Encyclopedia of Sociology, 1 vol. 1974

Excellent encyclopedic dictionary dealing with the language, theories, institutions, and leaders of sociology. Useful outlines of major areas simplify the sometimes complex interrelationships among the articles. "Consult" references at the end of an article are numerically keyed to a classified bibliography at the back of the volume. Except for classic works, the bibliography includes mainly recent publications especially useful to the nonprofessional in the field. Numerous illustrations, tables, graphs, etc.

Ref
HM17
F3x

Fairchild, Dictionary of Sociology. 1966

Brief, signed definitions of terms and phrases. Seeks to bring out connotations not adequately conveyed by unabridged dictionaries.

Ref
HM17
M56
I9686

Mitchell, A Dictionary of Sociology. 1968.

Lengthy, signed explanations of some 300 terms whose connotations are too technical to be defined adequately by general dictionaries. Normal treatment of a term is short description or definition, followed by historical reference to its uses, and (where possible) citation of works to put the term in context. Includes articles on early sociologists.

Ref
HM17
T5

Theodorson. A Modern Dictionary of Sociology. 1969.

Brief definitions intended for the student and the general reader.

Ref
BF31
W64

Wolman. Dictionary of Behavioral Science. 1974.

Covers all areas of psychology and closely related fields, including social psychology.

ENCYCLOPEDIAS

Ref
HV35
S6

Encyclopedia of Social Work. 2 vols. 1971.

Successor to the Social Work Yearbook. Authoritative coverage of history, past leaders, the present environment of social work, and main lines of achievement. Closely related articles are grouped together to emphasize interrelationships. Excellent bibliographies and extensive statistical tables on demographic and welfare trends. Detailed index.

Contents : Pt. 1, Articles and biographies
Pt. 2, Statistics (52 tables)
Index.

Ref
HM17
E5

Encyclopedia of Sociology

(See annotation above)

Ref
H4I
E6

Encyclopaedia of the Social Sciences. 15 vols. 1930-35.

Comprehensive survey of the social sciences as of the 1930's. Lengthy (349p.) introduction covers the nature and scope of the social sciences, the history of their development, and a country by country survey of their position. Main portion covers important concepts and advances in political science, economics, law, anthropology, sociology, penology, and social work; also the social aspects of cognate subjects. Some 4000 biographies. Selective bibliographies. Index in V15.
(Complemented, but not superseded, by the International Encyclopedia of the Social Sciences.)

ENCYCLOPEDIAS, cont.

Ref H40 A2 I5 — **International Encyclopedia of the Social Sciences. 17 vols. 1968.**

Synthesizes the concepts, theories, and methods in anthropology, economics, geography, history, law, political science, psychiatry, psychology, sociology, statistics, and cognate subjects. Emphasizes the analytical and comparative aspects of a topic rather than the historical. About 600 biographical sketches. Extensive bibliographies. Detailed index in v. 17.

HANDBOOKS AND REVIEWS

Present comprehensive summaries of research with extensive bibliographies.

BF30 A56 — **Annual Review of Psychology. v. 1, 1950 - to date.**

Bibliographic essays which review the literature in various topical areas of psychology; e.g. Social Psychology. Certain topics are covered every year; others appear every 2, 3, or 4 years and a few, irregularly. (See "Master Plan" at front of volume.) Author and subject indexes in each volume as well as 5-year cumulative indexes of chapter titles. Exceptionally useful for keeping up with recent developments in certain areas.

HM51 A1x — **Annual Review of Sociology. v. 1, 1975 - to date.**

Bibliographic essays which review the literature in various topical areas of sociology; e.g. Social Processes, Institutions, Urban Sociology. Cumulative author and chapter title indexes in each volume. Lacks a subject index.

HM51 F3 — **Handbook of Modern Sociology. 1964.**

Summarizes the major research areas of sociology in the 1960's. Chapter headings include "Interpersonal Relations in the Small Group"; "Sociology of Science"; "Social Effects of Mass Communication"; "Race and Ethnic Relations". Bibliographies; Name and subject index.

HM131 H25 — **Handbook of Small Group Research. 1962.**

Analyzes central tendencies in group process, describes deviations from these tendencies that are to be expected if certain factors are varied, and concludes with what can be done to make some groups more effective or productive than others, given these deviations. Bibliography, pp. 416-496. Subject index. Abstracts from Psychological Abstracts and Sociological Abstracts included.

HM251 L486 — **Handbook of Social Psychology. 2nd ed. 5 vols. 1969.**

Authoritative, critical surveys of the work in every field of social psychology. Extensive references. Author and subject indexes for each volume.

- v. 1 Historical Introduction; Systematic Positions
- v. 2 Research Methods
- v. 3 The individual in a social context
- v. 4 Group Psychology and Phenomena of Interaction
- v. 5 Applied Social Psychology

HM131 S59 — **Handbook of Socialization Theory and Research. 1969.**

Presents "concepts and data concerning the acquisition of social skills from a variety of theoretical positions and contextual viewpoints. Topics include "socialization of American Minority Peoples", "Occupational Socialization". Bibliographies with each chapter. Author and subject indexes.

HQ768.8 H6 — **Review of Child Development Research. 2 vols. 1964.** v. 3, 1973

Summarizes and interprets research. Chapters include "Family Structure, Socialization, and Personality", "Development of Intergroup Attitudes", "Juvenile Delinquency: The Sociocultural Context". Bibliographies. Author and subject indexes.

INDEXES AND ABSTRACTS

Ref Z5813 C8 — **Current Index to Journals in Education (CIJE) (monthly) v. 1, 1969 - to date.**

Indexes and annotates articles in over 700 education-related periodicals. Main entries are arranged under broad subject categories by EJ numbers, e.g. EJ 144 392, EJ 144393. Subject and author indexes cite EJ numbers which refer to articles annotated in the main entry section. Subject headings differ from those used in Education Index and in the card catalog. For help with subject headings in CIJE refer to Thesaurus of ERIC Descriptors kept on the counter near CIJE.

Ref Z5813 E23 — **Education Index. v. 1, 1929 - to date. (monthly)**

Author/subject index to over 200 education-related periodicals. Indexes some proceedings, yearbooks, and publications of the U.S. Office of Education. Author listing of citations to book reviews follows the main body of the index.

Ref Z1223 A18 — **Monthly Catalog of United States Government Publications. (monthly) Library has 1965 to date.**

An important index to publications of U.S. government. Main entries are arranged numerically. Author, title, subject, and series/report indexes give entry number. The "Users' Guide" near the front of each volume explains the abbreviations used and the format of main entries. Government documents may be borrowed via interlibrary loan from depository libraries.

Ref A121 N44 — **New York Times Index. (semi-monthly) Library has 1944 - to date.**

Indexes and briefly summarizes articles from this major U.S. newspaper. Each entry gives the date, page, and column of the newspaper where complete article can be found. Subject headings are arranged alphabetically with articles listed chronoligically under each subject. TC Study Guide 5 gives a sample entry from this Index as well as from other news digests.

Ref Z7163 P9 — **PAIS (Public Affairs Information Service) Library has 1969 - to date.**

A selective subject list of the latest books, pamphlets, government publications, reports of public and private agencies, and periodical articles relating to economic and social conditions, public administration and international relations.

Ref BF1 P65 — **Psychological Abstracts. (monthly) Library has 1961 - to date.**

Abstracts published primary documents (technical reports, journals, and monographs reporting research); cites books that are not research reports, with annotation when title is not definitive. Each abstract includes address of author, English translation of title if not English, cross-reference to relevant abstracts, number of references if more than 15. Abstracts of research literature state briefly the problem, method, subjects used and principal results and conclusions. Other abstracts give the principal topics and points of view presented. Author and brief subject index every six months. List of abbreviations in front of each issue.

A guide to using Psychological Abstracts is included in the January 1973 issue. A Thesaurus of Psychological Index Terms (kept on the table near Psychological Abstracts serves as a guide to the subject headings used.

Ref A113 R48 — **Readers' Guide to Periodical Literature. (semi-monthly) v. 1, 1900 - to date.**

An author/subject index to some 160 popular, predominantly non-scholarly periodicals.

Ref Z5813 I5 — **Social Sciences Index. (quarterly) 1974 - to date.**

Formerly Social Sciences and Humanities Index (1965-1974) and International Index (1907-1965). Author/subject index to a changing list of more than 250 periodicals in sociology, anthropology, area studies, economics, geography, history, political science, and related fields. Author listing of citations to book reviews follows the main body of the Index. Cumulates annually.

INDEXES AND ABSTRACTS, cont.

Sociological Abstracts. Library has 1973 - to date.

The major abstracting service for sociology. Abstracts, numbered consecutively, are grouped in broad categories (e.g. "Family and Socialization", "Social Problems and Social Welfare", "Community Development") with topical subdivisions. Abbreviated subject, author, periodical indexes in each issue. Published with varying frequency; now appears five times a year; the sixth issue, a cumulative index (author, subject, and periodical), is usually delayed about 9 months. Supplements to most issues include abstracts of papers presented at conferences. Pagination of the main abstracts ceases for the supplements; supplements are numbered and indexed separately. Failure to notice this may result in your using the indexes to supplements instead of indexes to the main abstracts, which precede the supplements.

CARD CATALOG

For guidance in selecting subject headings relevant to your research, consult the LC Subject Headings books kept near the circulation desk.

Sample entry from LC Subject Headings book

Children, Cruelty to
See Cruelty to Children

Children, Deaf

sa Deaf—Means of communication
x Deaf children
Deafness in children
Hard-of-hearing children
Hearing-impaired children
Hypoacoustic children
xx Deaf
Hearing disorders in children
Physically handicapped children

—Education
See Deaf—Education
—Family relationships

Explanation of Symbols

See—refers to correct term

sa—indicates related or more specific term

x—indicates unused terms

xx—indicates related or broader terms

TUSCULUM COLLEGE

LIBRARY SERVICE ENHANCEMENT PROGRAM

QUARTERLY REPORT: JULY - SEPTEMBER, 1977

CONTENTS:

NARRATIVE REPORT
SUMMARY REPORT
FINANCIAL REPORT

NARRATIVE REPORT

On July 12 the LSEP Project Librarian attended a forum conducted by the Travelling Workshops Experiment (TWE), a research project sponsored by the British Library. This research project has been investigating the feasibility of providing library user education in higher education by means of a "travelling workshop." The forum was held at Manchester Polytechnic in Manchester, England. (This side-trip was made by the Project Librarian while on holiday in Scotland). As a result of a review of the TWE programs, consultation with faculty on our campus, and follow-up correspondence with the TWE Project Team, Tusculum College will be the first United States College to use the British program on an experimental basis. Because the program on Biological Information was the first TWE program mailed to us for examination and because it meets an immediate course need, it will be the first TWE program used on our campus. We expect the program on Social Welfare Information to be forthcoming for our examination and possible use.

The most visible progress during the first quarter of the LSEP project year has been the development of materials for the freshman English program. Copies of these materials will be deposited with LOEX and with the Southeastern Clearing house for Bibliographic Instruction. The materials include a Self-Guided Library tour and a packet of handouts prepared for each English 101 student and distributed by the English professors as they explained a term paper assignment. The Self-Guided Library tour was required of all English 101 students and was administered by the Library in September. Completed. . . Tour forms were corrected by the LSEP Project Librarian and returned to the English professors for their class records. The packets included a Term Paper Worksheet, a list of Ideas for Topics, and four TC Study Guides:

#1 Using the Library for Research
#2 Finding Background Information
#3 Finding Books
#4 Finding Articles in Periodicals

Each student is required to complete the worksheet which is designed to guide the student through a systematic library search by referring the student to appropriate Study Guides.

In August the LSEP Project Librarian was a guest lecturer for a Social Sciences Sources and Services class at the Graduate School of Library and Information Science, the University of Tennessee, Knoxville. Late in August the Project Librarian met with the Director of the Division of Behavioral and Social Sciences to discuss the philosophical framework and broad goals of a program of bibliographic instruction for social sciences majors. The fruits of this discussion will be evident in October when the library staff will meet with all Division Directors and the Director of Academic Programs as a first step in involving all segments of the academic community in setting goals and objectives.

During September four classes met in the library with the class instructor and a librarian for instruction in library research relevant to specific class assignments. The four classes included three in social welfare and one in physical education:

Introduction to Social Welfare
Contemporary Social Problems
Community Organization
Introduction to Physical Education

Information needs were different for each class. Class presentations were planned to meet each unique need.

September also included preparation time for class lectures for English 101 students. These classes will meet in the library early in October.

SUMMARY REPORT

July - Project Librarian on vacation
TWE forum in England
Project Librarian trained new Visiting Director of Library Services

August - Moved office
Advertised unexpected vacancy on staff
Interviewed candidates for position of Technical Services Library Associate
Trained new staff
Lectured at UT Graduate School of Library and Information Science
Met with freshman English faculty
Met with Director of Division of Behavioral and Social Sciences
Developed TC Study Guides #1-5 for testing and revision by students and library staff

September- Completed TC Study Guides #1-5
Developed Term Paper Worksheet and 9 lists of Ideas for Topics
Met with freshman English faculty
Prepared and administered Self-Guided Library Tour
Examined and discussed with biology faculty the TWE program on Biological Information
Prepared for and instructed 4 classes in library research (social welfare and physical education)

Total number of students reached through class instruction: 150

LIBRARY SERVICE ENHANCEMENT PROGRAM

COUNCIL ON LIBRARY RESOURCES

One Dupont Circle • Washington, D.C. • 20036 Tel. 202-296-4757

FINANCIAL REPORT

Name and address of institution Tusculum College
Greeneville TN. 37743

Submitted by Cleo Treadway Director of Library Services and LSEP Project Librarian (name and title)

Period covered by this report: From Spring 1977 To September 30, 1977

EXPENSE ITEMS	Total Approved Budget	Expenditures Since Last Report	Total Expenditures To Date	Balance Available
Salary and benefits, new librarian	8,970	NA	2310.00	6660.00
Consultant	500	NA		500.00
Travel	750	NA	218.50	531.50
Supplies	400	NA	95.18	304.82
Typist	874	NA	0	874.00
TOTAL COSTS	11,494	NA	2623.68	8870.32

Total grant #11,494 Corrections: Less receipts to date ~~2623.68~~ $3832 - $7662 Bal. ~~8870.32~~ Available

On a separate page,

1. Give name of new librarian, state salary for period and benefits paid
2. If consultants are used, give their names, rate, number of days
3. Travel - for each trip, explain purpose of the travel, and include applicable cost information for both transportation and living expenses. Commercial travel is reimbursed at the economy rate, use of own car at the institution's rate but no more than 15¢ a mile.
4. Provide an explanation and computation for other items listed in this report
5. Changes in the budget must be approved in advance by the Council.

FINANCIAL REPORT: EXPLICATION

1. New librarian: Dr. Robert Hersch, Visiting Director of Library Services

   Salary : $8400 July 1, 1977 - June 30, 1978
   Benefits: 809 (estimated)

2. Consultants: None used to date. If travel to other campuses seems to fit our need more than inviting a consultant to our campus, may we add this amount to the travel allocation?

3. Travel:

   Purpose : Conference on Library Orientation for Academic Libraries.
   Eastern Michigan University
   Ypsilanti, Michigan
   May 12-13, 1977

Expenses:	
Registration fee	$55.00
Room	5.50
Plane fare	118.00
Mileage to airport (round trip) 190 miles at 10¢	19.00
Taxi and parking	21.00
Total	218.50

4. Supplies:

Office supplies to equip new desk	17.24
Paper for TC Study Guides	21.00
Literature racks for TC Study Guides	51.94
Book: A Comprehensive Program of User Education For the General Libraries. UT Austin	5.00
Total	95.18

5. Typist:

The LSEP Project Librarian is sharing a student typist with the library. Currently the student's wages are charged to a library student wages account. Later in the year, if needed, the library account will be reimbursed from the appropriate LSEP account.

* Note: May we, please, adjust the breakdown of the total approved budget to reflect a larger salary for Dr. Hersch than was originally budgeted? The requested changes are as follows:

	Approved	Requested Change
Salary and benefits	8,970	9,209
Consultant	500	500
Travel	750	775
Supplies	400	375
Typist	874	635
Total	11,494	11,494